DOCUMENT RESUME

ED 178 518 SP 015 021

AUTHOR Epstein, Joyce L.
TITLE Field Search: Practitioners Inform Research on Authority Structures. Report No. 277.
INSTITUTION Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE May 79
CONTRACT NIE-G-78-0210
NOTE 82p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Decision Making; Elementary Secondary Education; Learning Activities; *Locus of Control; Performance Factors; *Power Structure; Problem Solving; *Student Responsibility; *Student Teacher Relationship; *Teaching Styles

ABSTRACT

Teachers from 34 states and Canada responded to a request to describe teaching practices that give students minor or major decision making responsibilities. Different structures used by teachers to provide students opportunities to practice decision making across the school years from first grade to high school are described in this report. Discussion is presented of several problems for research suggested by the responses, and synopses of respondents' practices are provided. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED178518

Report No. 277
May 1979

FIELD SEARCH: PRACTITIONERS INFORM RESEARCH ON AUTHORITY STRUCTURES

Joyce L. Epstein

The Johns Hopkins University

STAFF

Edward L. McDill, Co-Director
James M. McPartland, Co-Director

Karl Alexander
Charles H. Beady
Henry Jay Becker
Jomills H. Braddock, II
Vicky C. Brown
Ruth H. Carter
Martha A. Cook
Robert L. Crain
Denise C. Daiger
Marvin P. Dawkins
Doris R. Entwisle
Joyce L. Epstein
James J. Fennessey
Joel P. Gelb
Gary D. Gottfredson
Linda S. Gottfredson
Larry J. Griffin
Stephen Hansell
Bruce R. Hare
Edward J. Harsch
John H. Hollifield
Lawrence F. Howe
Barbara J. Hucksoll
Nancy L. Karweit
Hazel G. Kennedy
Marshall B. Leavey
Julia B. McClellan
Janice E. McKenzie
Anne McLaren
Phillip R. Morgan
James M. Richards, Jr.
Margaret Ann Ricks
Benjamin J. Roberts
Richard R. Scott
Robert E. Slavin
Carol L. Steurer
Mary K. Swatko
Charles B. Thomas
Gail E. Thomas
Carol A. Weinreich
Michael D. Wiatrowski

Field Search: Practitioners Inform Research on Authority Structures

Grant No. NIE-G-78-0210

Joyce L. Epstein

Report No. 277

May 1979

Published by the Center for Social Organization of Schools, supported in part as a research and development center by funds from the United States National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

The Johns Hopkins University

Baltimore, Maryland

Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through four programs to achieve its objectives. The Policy Studies in School Desegregation program applies the basic theories of social organization of schools to study the internal conditions of desegregated schools, the feasibility of alternative desegregation policies, and the interrelation of school desegregation with other equity issues such as housing and job desegregation. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed Student Team Learning Instructional processes for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to post secondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes. The Studies in Delinquency and School Environments program is examining the interaction of school environments, school experiences, and individual characteristics in relation to in-school and later-life delinquency.

This report, prepared by the School Organization program, describes how elementary and secondary teachers in the field give students decision-making responsibilities in their classrooms.

Abstract

Teachers from 34 states and Canada responded to an advertised request to describe teaching practices that give students minor or major decision-making responsibilities. This report contains an introduction to the research area and discussion of several problems for research suggested by the responses, an overview of the informal field search, teachers' comments about the use of student decision making in academic classrooms, and synopses of the practices. The results of this field search will be used along with other information to develop a research plan on the structure and sequence of decision-making opportunities and their consequence for students' academic and affective development. All respondents to the field search received this collection in return for their own contribution.

Contents

		Page
I.	Introduction: Classroom authority structures	1
II.	Overview: Responses to a field search	10
III.	Comments: Reasons for shared authority	23
IV.	Examples: Teachers' practices	31

I. Introduction: Classroom Authority Structures

1. A child goes into the candy store accompanied by an adult. The adult goes to the counter, selects a candy, pays for it and hands it to the youngster.

   Time: 45 seconds

   Level of child involvement: low

   Level of adult involvement: high

   Child's response: Positive, probably likes the candy.

2. A child goes into the candy store accompanied by an adult. The adult gives the youngster a quarter for a purchase. The child looks over the shelves and finally selects and pays for a candy.

   Time: 6 minutes

   Level of child involvement: high

   Level of adult involvement: low

   Child's response: Positive, probably likes the candy.

It is generally accepted that children learn what is taught or experienced, but it is not readily understood or accepted that how we are taught may determine what we learn. In the examples above, the task is the same (the selection of candy, but the structure of authority is different, the person who makes the decision is different. Some outcomes are the same--the child's acquisition of candy), the enjoyable moments of eating, and the physical response of an increase in energy; but some outcomes differ--time expended, the child's sense of control over activities and the child's responsibility and readiness for the next opportunity to make a similar or more difficult decision.

Which method of obtaining the product is more efficient? Who is in control? Who will be blamed if the candy is not tasty? What will the youngster learn in each case? One could substitute "toy" in these examples and lower the probability that the child will like the item selected by the adult. One could raise the age of the youngster and imagine how that would affect the level of involvement and the nature of the responses. One could make the source of funds the child's allowance or earnings and further alter the basic authority structure. One could speculate on differences to be noted if this were the first time or fiftieth time each type of action occurred, or if the adult were not present at all.

Indeed, the two simple stories raise many questions about the ties between the organization of learning activities and effects of different uses of authority on children's development. This paper emphasizes the importance of research in school settings on variations in teacher-student shared decision making to inform sociological theory and educational practice.

Decision making is a complex process. For students, it involves making reasoned choices from among several alternatives, based on judgments which are consistent with the students' values. For fully cognizant decision making, the student must be able to think through a selection, define his/her values for the short and long term, judge whether one, many or any choices are consistent with those goals and values, and deal with any inconsistencies between his/her own values and those of important others, such as teachers, parents, or peers.

Clearly, young children do not experience this procedure in the same way as older children because their personal values and goals are in formation, and are often ill-defined, unrecognized or unknown. However, it is possible that consequential selection among alternatives at an early age and continuing throughout a school career may develop students' familiarity with the decision-making process and may improve students' motivation and satisfaction with school.

Student decision making in school depends on the teachers' ability and willingness to offer appropriate alternatives for levels of students' judgment and interests. Teachers must also be able to gauge the rates and effects of experiences with success and failure for students with

different abilities and backgrounds, and be willing to support student decisions that may be different from the decisions the teacher would make for the student. This requires high level decision-making skills of the teacher, within-school support from administrators and other teachers for a program of teacher-student decision making, and structures for classroom organization that permit such opportunities to occur.

Students in high school are expected to schedule their time and make wise selections about courses of study, but many students are unable to do this. Would high school students' planning and choices be more informed if they were given practice in taking responsibility for learning in earlier grades? The question sounds rhetorical, but it is a matter of much debate. Three controversial issues affect the structure of decision making in classrooms.

Generative vs. Cumulative Models of Ability

Although it is generally accepted that basic skills in math and reading are sequential and cumulative, and therefore subject to systematic curricular designs and responsive to drill or practice, it is not clear how to characterize or assure the acquisition of decision-making skills. Two models are contrasted. The first is a generative model in which skills are developed for use at a later time in life, whether or not practice at more elementary levels has occurred. Under this model, it is believed that youngsters given basic skills in the academic subjects will be able to make wise decisions later in their school careers when called upon to do so. Successful planning and choosing is dependent on the skills to think abstractly about life goals, and is considered meaningless before that stage of development is attained.

The second is a cumulative model that assumes sequential acquisition of skills for choosing among academic or nonacademic alternatives or directions. Under this model, it is argued that self-direction and decision making are accumulated and that early practice leads to more skilled decision making later on. The importance of abstract reasoning is minimized, as decisions are made during the elementary stages of cognitive and moral development.

The two models support opposing philosophies of education. The generative model emphasizes the acquisition of the basic skills and teacher-directed studies until such time (around age 15-16) that students are able to make choices with the understanding of the abstract consequences of their decisions. Many school systems offer elective subjects in the last two years of high school only. In contrast, the cumulative model emphasizes the participation of the student in classroom decisions from the earliest school years. Teachers who follow this model consider student participation in the process of education important for even young children.

In fact, children are likely to experience a mixture of these models in different subjects with different teachers across their years in school. We have virtually no knowledge of the effects on students of pure or mixed models of decision making for extended periods of schooling, for different academic subjects, or for students with different backgrounds, abilities, interests or goals.

Fixed or Expanding Quantities of Power

Another difference of opinions exists on how power over classroom decisions is divisible. Some administrators, teachers, parents and students view decision making as a fixed quantity that belongs either to the teacher or to the student. Others suggest it is an expanding quantity--the more responsibility the student is able to accept, the more decision-making power there is. In this case, the nature of teacher's control and decisions may change as student participation increases. Teachers' beliefs about authority as a fixed or expanding structure will influence whether they share authority with students. If teachers believe students are "taking over" responsibilities, they will tend to restrict opportunities for shared authority. Teachers whose autonomy and self-direction are restricted by the school or system administration may be more apt to limit students' opportunities. If teachers believe expanded shared-authority structures enable the teacher to be more responsive to individual or group learning requirements, then such structures will be adopted. These may be teachers who believe they can oversee, maintain, and improve the quality of the educational program while students become self-directive.

Occurrence of Success or Failure

Some view the practice of decision making cautiously, suggesting that decision opportunities should be carefully planned to assure student success. It is believed that self-confidence in decision-making accumulates with successful experiences. Others view the practice more aggressively, suggesting that in childhood and adolescence, opportunities for decision making are equally valuable that lead to success or failure.

It is believed that the important result of decision making is the awareness for students of the real consequences of their decisions.

These differences in models and conditions of classroom decision making by students and teachers--the generative vs. cumulative model, fixed or expanding quantities of power, importance of rate of success or failure of decisions--are each, and in combination, in need of systematic empirical research and have implications for classroom practice.

Knowledge gained from previous research. Previous research on the effects on students of different types and rates of participation in schools shows that certain outcomes--mainly nonacademic attitudes and behaviors--are responsive to revisions in teacher-student decision-making structures. It is clear from intensive studies completed, that classroom authority structures can be altered. Student and teacher roles are revised as a result of structural changes, to permit students to assume more responsibility for classroom decisions. For example, students in more "open" schools are given more responsibility to choose activities, monitor their own progress, work in small groups without constant direction from teachers, and move about freely in class. While the teacher remains the authority figure, the amount of authority shared with students can vary greatly. The changes affect the kinds of student behaviors that are rewarded by teachers, how teachers perceive students, how students interact with their classmates and select their friends, and how students develop nonacademic attitudes and skills, such as satisfaction and self-reliance. The evidence suggests that these changes in authority structures may be especially important for students at the secondary level, since the regular authority structures in schools often fail to take into account adolescents'

increasing autonomy and wide diversity of interests and abilities (Epstein and McPartland, 1975, 1976, 1977a, b, 1978, 1979; McPartland and Epstein, 1976, 1977).[1/]

Previous research has shown that levels of academic achievement, as measured by standardized tests, are not significantly or systematically affected, positively or negatively, by variation in the amount of shared authority--at least in the short term. So, decisions to permit students to make more decisions and move in independent directions should result in positive personal and social development, without affecting standardized test scores.

Tasks for future research. Members of teachers' organizations and researchers from a variety of disciplines echo our concern for the need to increase our understanding of the effects of student choice and decision making throughout the school years (Eckstein and Gurr, 1975; Hurn, 1977; Kurfman, 1977; Schlecty, 1976). There is common interest in learning how schools can be organized to balance the acquisition of basic skills with the acquisition of other life skills, including intellectual autonomy, critical thinking, problem-solving, group cooperation and leadership, and coping skills to deal with the future in an increasingly technological society. Students do not learn basic cognitive skills without exposure and practice; we can assume that students do not gain life skills and talents without some opportunities for practice--including experience with success and

1/ This research also documents the importance of parent-child shared authority at home for student academic and nonacademic development. The research suggests that the effects of student decision making on attitudes and behavior should be studied concurrently in all important environments in which individual students or groups of students share authority with adults.

failure in deciding among important alternatives.

Research on classroom authority structures will be best informed by tests of models of alternative authority systems that isolate particular aspects of the teacher-student decision-making process in different subject classrooms, and in school and non-school settings. Such research could help teachers decide whether, when, and how much to ask of their students in terms of academic decisions. We must continue to examine achievement differences under different conditions of shared decision making, but research must be conducted also on diverse outcomes of schooling. Only in this way can teachers select or reject shared teacher-student authority in their classrooms with some understanding of the expected consequences of such changes.

Some difficult questions must be addressed in future research. If schools have a prescribed "scope and sequence" for the mastery of basic skills and required courses, is student choice and responsibility real or fraudulent? That is, are some academic subjects so prescribed by the district or by the state that student decisions are irrelevant or even counterproductive? Are there reasons to allot time for choice over and above time for requirements in all subjects? Do students benefit from minimal choices among teacher-assigned alternatives? Does the quality of self-directed work improve with practice? Is there carry-over in skills from one year to the next, so that increasing responsibilities each year is advantageous? Is growth in decision-making skills linear or are there times when students cannot effectively assume responsibility? Do stages of cognitive and moral development influence the quality of students' academic decisions? Is a

structured "course" in decision-making skills as, more, or less effective than continuous practice by students in decision making in a variety of academic subjects?

We need to know more about the interrelatedness of alternative authority systems and the task and reward structures that they emphasize. Who makes the decisions in academic settings can greatly change how the academic tasks are designed, selected, and completed, the resources that students utilize, the rewards that are dispensed, and with whom students interact. Similarly, in non-classroom and non-school settings, the degree of authority shared by students and adults can differently affect activities, rewards and interpersonal contacts.

Descriptions of contrasting authority structures have often been written to make the alternatives blatantly attractive or repugnant, to engage or incite, to awe or to irk the reader. The current project seeks a more realistic stance. We question the value for students of shared student-teacher authority; and we need information on the problems for teachers in implementing different kinds of shared-authority practices. New research is planned to develop and test the effects of models of shared authority that minimize and maximize aspects of student and teacher (or child and adult) responsibility for academic and non-academic decisions.

The sections that follow present an overview of the informal field search of current shared-authority practices in academic settings and the collection of practices offered by the respondents.

II. Overview: Responses to a Field Search

Almost one hundred fifty teachers in thirty-four states and five Canadian provinces, teaching at all grade levels from grade 1 to post-secondary, responded with descriptions of academic activities that involve shared authority with their students. These practices range from minimal student decision-making (e.g., selection of library books) to maximum student decision-making (design and conduct of academic courses not usually offered by the school). It was not the object of this informal field search to seek a representative sample of teachers to categorize the extent of shared authority in American schools. Rather, it was to identify a range of current practices which would inform a more systematic research design.

More than twice the number of elementary school teachers than secondary teachers responded with ideas. This may reflect the population of teachers receiving the journals in which the request for information was placed. It may also reflect some realities of school organization. Elementary teachers often have greater flexibility for innovation. Secondary teachers more often must follow a total school schedule, deal with a larger number of students, concentrate on the presentation of fixed subject matter, and emphasize classroom control by restricting students' academic decisions. Nevertheless, responses from about 50 teachers at the junior and senior high school levels indicate that a greater degree of shared authority is being practiced in secondary classrooms than at the elementary level.

The teachers who responded to this field search must be viewed as atypical. They not only read the minor ads in their professional journals, but took the time to write often elaborate descriptions of their projects.

Many discussed the importance of developing higher-level thought processes of their students. Several have written articles or other communications on the projects they described. The teachers' comments about their practices cannot be accepted as objective reports of successful programs. There is no way to know from a set of descriptions (indeed personal testimonials) whether these practices are as or more effective than other activities for specific student behaviors. Nevertheless, the comments and practices offer important perspectives on the design of, problems with, expected benefits from, and questions about teacher-student shared authority. These perspectives are highlighted in this chapter.

Design and Management

- Teachers using shared authority activities do not necessarily teach in "open" space classrooms or espouse open education. Rather than attach a global label to their teaching, teachers use shared authority activities selectively, in one subject or another, in all types of classrooms and schools.

- Some teachers at both the elementary and secondary levels identified themselves as teachers of learning-disabled, educationally disadvantaged students or potential dropouts. Others, described programs for gifted or above-average students. Most were teachers of average students. Interestingly, though the level of difficulty of the tasks varied, the authority structures and processes of instruction described by teachers of the disadvantaged and the gifted were similar--both described individualized, teamed or small-group assignments that required selection, self-direction and monitoring by the students.

• Reading is not usually a separate subject after grade 5 or 6. Therefore, for remedial work after grade 6, teachers tend to use student-directed time to accomodate the variation in abilities. This use of student-teacher shared responsibility for progress is especially interesting because the junior high school (grades 7-9) students who are given choice of assignments and responsibility for scheduling and completion of work, have reading abilities ranging from grade 1 to grade 5, and often have other school-related behavior problems. According to the teachers describing their activities, these students are able, willing and eager to move along on their own recognizance. Do such practices increase motivation to learn for students who previously failed in regular classes? If so, how effective would such practices be for all students from the earliest grades on?

• The teacher's work during a class that encourages student decision-making may look easier than (or different from) a teacher's work during a regular (lecture) class, but often requires more preparation before and after school.

• Teachers who permit student decision-making are often assisted by paraprofessionals, parents, community volunteers or student assistants. (In one case, over 50 retired "grandpersons" assisted a teacher in a Title IV-C art program.) These additional persons permit the teacher to spend time with individuals or small groups, while the other students can consult with one or more adults if questions arise. Use of aides also requires teachers to have skills in management, planning and training. Time spent in these management activities is exchanged by the teacher for a new kind of teaching time spent with individuals or small groups in class.

• With the motto, "There is more than one way to skill a kid," teachers use student self-direction and selection of activities to provide variety for much needed drill. If it doesn't matter how it is practiced, students can "drill" reading and language skills, math facts, creative writing, group discussion, cooperation skills and many other subjects in an endless variety of centers, activities, games or self-designed activities. Some teachers use traditional methods to teach required facts and then use student-directed time to perfect or extend the skills. Other teachers use student choice or shared teacher-student authority for the basic work in many subjects.

• The responses to this survey suggest that student-directed time can run simultaneously with teacher-directed time. For example, during a morning block of 120 minutes for reading, the teacher meets with small groups or individuals while students work on their own or with other small groups on a variety of tasks in different subjects. Under another mode of operation, student-directed time can run separate from teacher-directed time if teachers use structures like "Decision Days" one morning each week, one hour at the end of every day, 2 weeks each quarter, or some other scheduling alternative. Different time structures were described by individual, pairs or teams of teachers, or for the entire school.

• Teachers at all educational levels seem to move gradually to share responsibilities for learning with students. First, they may offer students choices from 2 to 20 or more teacher-supplied alternatives. Second, they may try the organization offered by "the contract." This requires students to understand the connection between work completed and grade earned, and to begin to set expectations for performance based on personal evaluations

of ability, time, and interest. Third, they may be willing to extend the learning time frame and to establish wider variation in course content in the form of long-term "independent study" projects designed by students. In almost all cases, guidance is obtained from the teacher or other resource persons by students who seek assistance, and some monitoring system is structured to account for students' progress or problems. These three levels of responsibilities for students may, but do not always, correspond to the age level of the children. That is, teachers of older children just beginning to explore teacher-student shared authority structures may begin with student decisions among teacher-designed alternatives, or other minimal demands on students and minimal role revisions for themselves. Other teachers, even in the primary grades, who have previously used teacher-student shared authority structures, are more apt to permit more ambitious decisions about time and content of learning. For example, a few teachers' comments indicate that students of average ability in grades one and two need less than two months to put into practice self-direction, selection and record keeping, and third grade students who have participated in self-directed learning in grade two need little or no time to review procedures.

- Some teachers have developed elaborate support structures to monitor student progress to insure themselves, parents and principals that more rather than less learning takes place as a result of the revised roles of teachers and students. The question teachers today are asking is: "Do the students learn the basics?" The question some teachers are asking is: "What, in addition to the basics, can the students learn?"

- Different subjects receive emphasis for decisionmaking at elementary, junior and senior high schools because of curricular changes across these

levels. Language arts (creative writing, grammar, spelling, vocabulary) and social studies seem to be subjects used frequently by elementary teachers to establish opportunities for student choice. At the secondary grade levels ecology, computer language, literature, social studies and family life are some academic areas that teachers have described as easily transformed to permit student responsibilities for learning that are usually reserved for teachers. Independent research seems to be a topic linked to language arts or social studies that offers opportunities for student-directed learning and the development of reporting skills for students as young as second grade and through high school. Arts and crafts is another subject that teachers select to offer students opportunities for choice and to increase the experiences possible during class time. These two areas--writing and the arts--are often ignored in elementary and junior high school. Teachers sometimes use self-direction in order to fit these subjects into their program.

• Some teachers organize decision making, problem solving, and values clarification as curriculum areas. Often, these three subjects are teacher-directed, treated similarly to traditionally taught subjects and based on a sequenced "text" or unit plan. The sequenced discussions are believed to provide students with skills in identifying alternative solutions and criteria for decisions about moral issues, school work and life plans. This organization follows the generative model described in section I, where a skill is taught for later use in real-life situations. It may be "safer" to teach decision making as a curriculum than to permit students to test their decisions in real academic activities in many subjects. As yet, no research has been conducted to show that treating decision making as a separate curricular area is more effective than daily practice in real activities for developing skills in making academic decisions.

• Several teachers link programs of teacher-student shared responsibility with classroom reward structures. Small prizes, an extra "A" in the students' average, free time for self-selected activities, projects or play are awarded to students who complete independent work or group activities. Some consider these rewards necessary incentives before students take full responsibility for learning and recognize the intrinsic value and satisfaction in self-initiated studies. Others view such rewards as unnecessary tangibles with which teachers retain "control" and that undermine the benefits of self-directed work completed by the students. These contrasting perspectives require attention in research that explores the links between different authority, task and reward structures.

• Several teachers link student-teacher shared authority programs with family supervisory structures. Some schools request or require parental acknowledgment, approval and/or notation about electives, mini-courses, clubs, special projects and school field trips, parent-child designed trips, homework, and other at-home activities. These unique tasks and projects complement the standard (or assigned) school curricula. Some view parental approval or guidance on school or related projects as necessary, preliminary steps in the sequence of increased student responsibility for learning. As substitute structures for total teacher control, students and their parents assume responsibilities for the design, conduct and monitoring of student progress. Others view parental participation as an unnecessary restriction on ostensibly independent efforts. The potential advantages or disadvantages of family-school decisions for academic progress are unknown. The links between the school and the family and the effects on students of different programs of school and family cooperation or complementarity require serious research.

• Teachers who follow the teacher's guide for textbooks in order to cover a body of knowledge, may find it difficult to leave the daily plan to incorporate student decisions into the academic program.

• Teachers may be afraid to give students the chance to fail as well as the chance to succeed on their own. (However, students fail and succeed under regular teacher-controlled practices.) They may offer students choice at too low or too advanced a level. If first attempts at shared teacher-student authority fail, teachers may return to earlier practices rather than re-evaluate and redesign the organizational models that emphasize choice. One respondent to the field search reported it took three years for the selected shared authority structures to be perfected. In simpler cases, trial, error and revision were accomplished in a few months. Clearly, a teacher's first attempt to revise classroom organization in a subject, unit or activity may not be the best choice, and evaluation and re-evaluation should be expected procedures.

• Students may be shaken by new responsibilities that they previously left to their teachers. Students may actually prefer being more dependent on the teacher before they can accept their own responsibilities in an academic program. The balance between student responsibility and teacher assistance is important for successful shared authority.

• In the real world, rewards are few for teachers who reorganize their classrooms to increase students' responsibilities for learning. Few responses to our field search were from principals who were aware of and proud of work in this area by one or more teachers in their schools. Most teachers who mentioned it at all remarked about the personal reward of seeing the children's capabilities grow as a result of academic responsibility taken. Other teachers reported positive responses from parents who were grateful for any efforts by the schools to help their children think and act independently.

"The system" does not formally reward teachers for testing innovations in class or for the additional time spent in preparing and managing a program that provides alternatives for students. The incentive for teachers to adopt the kinds of activities described here is further reduced because our knowledge is limited of the actual academic or nonacademic benefits or disadvantages of participation in one or more aspects of academic decisions for students of a given age or in a given subject.

Components of Shared Authority

Six major authority substructures can be identified in the comments and classroom practices of the field search respondents. Students may be granted greater or lesser degrees of participation in decision making in the selection, organization, completion, presentation, evaluation, and continuation of activities. (Also see Table 1 in Section IV.)

Selection involves defining and choosing general and specific goals, elective subjects, school texts, or alternative learning activities.

Organization involves decisions about the individual or collective nature of an activity, the selection of alternative styles of learning or methods of instruction, the range of tasks and the design of each task to fulfill a learning objective.

Completion includes decisions about scheduling the order and the timing of projects, the use of media, the location for completing the work (in class, in school or out of school), the person or material resources needed to complete the tasks.

Presentation includes decisions about what information to share with others, how to prepare and conduct oral or written presentations or how to construct projects to communicate new knowledge.

Evaluation includes keeping records of completed work and decisions about when (immediate or long term) and by whom (teachers, peers, self or

mechanical procedure) work or behavior is judged, as well as decisions about the grade or prizes received upon completion of work.

Continuation involves choice of new goals and new commitments to more advanced or additional activities related to or extending from previous work.

The activities described by teachers show that minor and major degrees of authority can be entrusted to individual students, pairs and groups from first grade on. The granting of responsibility to keep track of one's own assignments, progress, and selection of work for completion is a method of control rather than a loss of control by the teacher. Classroom reorganization for more student participation in academic decisions and their responsibility for progress, depends on the teacher's willingness to find substitute structures (such as those described) which students can use as they move away from the teachers' total direction. The more alternative or replacement structures that are available and understood by the teacher in terms of their consequences for students' learning, the more the teacher will be willing to transfer to the students (via the structures) some of the total minute-by-minute direction and supervision typically reserved for the teacher. The substitute structures suggested by respondents to this field search are built around people and programs--parents, grandpersons, peers or other volunteer aides, groups or teams of students, packaged self-paced materials, contracts, independent study projects and individual, group monitoring systems, work-study programs out of school. These structures stand, for all practical purposes, in loco magister.

Expected Outcomes

We have little information about the development of students' attitudes, behaviors, achievements and abilities that result under varying authority structures. Students may differ in a number of

skills and abilities if they never participate or always participate with teachers in one or more aspects of the selection, organization, completion, presentation, evaluation and continuation chain of learning events, in one or more subjects, for one or more years of schooling.

Respondents to the field search report a wide range of achievement and affective outcomes expected as a result of practices that emphasize teacher-student shared authority:

Achievement-related outcomes
- Higher achievement test scores
- Higher curriculum-related (criterion referenced) test scores
- Higher report card grades
- General ability of thinking and better decision skills from subject to subject or unit to unit
- Greater knowledge in selected areas of self-directed study
- Skills in locating and using material and persons as resources for learning

Affective and personality outcomes
- Satisfaction, improved attitudes toward school
- Cooperation, helping other students, better peer relations
- Better student-teacher rapport, trust, cooperation
- Greater interest in academic work
- Leadership skills and critical thinking
- Skills developed in use of time, scheduling and planning abilities, greater responsibility for own time
- Feelings of more positive self worth, greater motivation
- More maturity, moral development
- Task concentration skills, self-concept of ability to learn
- Creative thinking and problem-solving

Appropriately, the teachers' interest in nonachievement outcomes were preceded by comments about students' academic skills. They invariably expressed concern that, by offering students "more" in the way of choices, their students were not learning less.

Summary

The collection of ideas suggests the wide variety of topics that embellish the basic curricula in classrooms across the country. While there is a common core represented by basic skills in several subjects, there is no "standard" curriculum in elementary or secondary grades. The more options for decision making that are extended by teachers to their students, the more varied are the elaborations on the common core of subjects. Stu-

dents in the classrooms described in this collection seem to receive "the basics," but go beyond the basic skills for extra dimensions of education. These extras depend on the structural conditions of classrooms, on the creativity of the teacher, and on the teacher's willingness to think about teaching from the point of view of the learners. While we have much to learn about the effects of student participation, it is hard to ignore the richness in the diversity of activities described by the teachers in this field of search.

Lives are shaped by the academic, occupational and leisure decisions people make. Some decisions are influenced or manipulated; some decisions are relatively free choices with known and unknown risks and consequences. When children need to make choices that affect the direction of their lives--including academic, occupational, and leisure activities--how can we increase the probability they will decide wisely?

The teachers' responses to the field search highlight two strategies. First, teachers change aspects of the classroom authority structure. Second, teachers use these revised structures to provide students opportunities to practice decision making across the school years--from first grade through high school. These strategies are often used under two conditions of subject and/or ability variation. First, these structures enable the teacher to permit the students to sample and share a range of topics in subjects whose scope is too broad to cover completely in one term or one year. At all levels, but especially for the elementary teacher, student choice of assignments and order of completion is a way of increasing exposure to different kinds of assignments on more subjects than could be covered under a single class-single lesson organization. Second, when there is great variation in student abilities and/or interests, these structures enable teachers

to deal with individual learning schedules and problems. At all levels, but especially for the junior high school teacher, student choice is a method of reducing physical constraints on the pre-adolescent; or of recognizing the ineffectiveness of "teaching to the average" in a class of widely variant remedial readers; or of recognizing the disadvantages of "teaching to the average" for the development of diverse talents of students in regular classes.

Authority relationships are assymetric and purposeful. In school, the teacher is the authority figure, but teachers define their role differently to share with students greater or lesser amounts of decision making about consequential or inconsequential academic and nonacademic matters. The research that is informed by this field search will focus attention on decision making in school--the extent to which students are included in decision making about their classes, subjects, assignments, progress, and the direction of their lives in school. The structures that permit opportunities in selection, organization, completion, presentation, evaluation and continuation of academic activities are diverse. The expected outcomes--affective, personality and achievement, short and long term, subject specific and general--are diverse. We have no way, yet, to link particular organizational aspects with particular outcomes. We need to know more about the trade-offs in outcomes associated with different choices in organization, and the possible interactions of student characteristics with classroom environmental characteristics that enhance or inhibit the outcomes.

III. Comments: Why Teachers Share Authority with Students

Many of the comments from the teachers responding to this field search illustrate the expectations, concerns, problems and solutions that occur in teacher-student shared authority activities. This section reports selected comments and summaries that speak to three broad issues:

I. Why do teachers adopt student-directed learning activities?

II. Which children benefit from such activities?

III. How is the class structured so that the teacher knows how the students are doing and when they need the teacher's expert assistance?

Indeed, many of the opinions reported here can be translated into research questions for more systematic study. If these reports are generalizable across grade levels and for identifiable populations of students and teachers, we would know more about the structure and benefits of teacher-student shared authority.

I. Why do teachers adopt student-directed learning activities?

--As a teacher one of my main goals is to teach students how to make decisions, solve problems and take responsibility. I feel there is no better way than encouraging students to participate, on a daily basis, with the guidance of a respectful teacher.... K. Fry

--I try to provide 'power within' (democratic) leadership rather than 'power over' (authoritarian). I try to promote as much creativity according to interests as possible. Because of this, I have interested students with no discipline problems. H. Buckner

--It is our premise that one of the keys to a student's ability to cope in the future will be the acquisition of an efficient decision-making strategy. With such a strategy, the student will be able to approach necessary choices in a more systematic and confident manner. Obviously, we cannot guarantee that any particular set of learning experiences will produce "correct" decision-makers among the ranks of our students. However, it seems reasonable to expect that those students who achieve success in decision making will approach future events in a more systematic manner than would individuals who have been left to intuitively adopt a system of decision making through haphazard experiences. R. Clegg

--Quality control, time usage, and open ended activities to accommodate different abilities are all considered and encouraged...The child is involved in making choices as to how he will spend his time...

D. Kimble

--The Campus Laboratory School at Cortland has established an educational program which offers children choices. The findings of this study give support to the belief that children can be trusted to make choices which are appropriate for themselves. The choices which the children make reflect a balance of participation in academic and nonacademic interest areas. It appears reasonable for schools to provide choices for children.

T. Toomey

--Student learning is increased due to four factors: (1) Students become involved with in-depth research for the assigned teaching topic. (2) Higher motivation is the result of greater opportunities for participation. (3) A teaching student may develop a novel approach to a particular topic. (4) Interest and enthusiasm are developed by the class...

Teacher role sharing provides a more wholesome classroom atmosphere in three ways. (1) Students, through experience of the teacher role, develop an awareness of teacher attitudes, expectations, and values. (2) Individual students begin to develop initiative and responsibility as the result of planning and implementing a lesson on an assigned topic to achieve set goals. (3) The students develop positive self-concepts.

T. Rinehart

--The goal of the unit is to teach a decision-making process and to structure the classroom so the skills will be practiced...The children (develop) a sense of responsibility and are using the skills of the decision-making process...In addition, they are sharing with one another when they feel good decisions have been made. M. Butzier and J. Gish

--The contract system gives satisfaction to parents because they can suggest units and goals; to students, who feel they are accomplishing something; and to the staff who feel they are co-ordinating the talents and energies of all concerned... K. Cavanaugh

--<u>In art</u>. By placing the responsibility of project selection on the student, he/she develops a sense of personal decision-making. The student must pace him/herself in order to complete the required work on time, determine priorities and make decisions regarding the value of extra time spent on each project. Allowing the student to be an integral part of the curriculum structure creates an atmosphere at Washington which serves to stimulate and maintain the interest of students enrolled in elective art.

J. Hearn

--<u>In math</u>. The students are our most valuable resource. Through them there are limitless concepts and ideas waiting to be released. Our job is that of catalyst; to provide the initial spark...We must not forget that math without creativity, imagination and individuality is math without growth. N. Spano

--In history. The class periods students enjoy most are the ones in which they are the decision makers, planners, organizers, coordinators, and reporters. There are only three ground rules imposed by the teacher: Students may not work with the same group more than twice in the same grading period; they may not repeat an activity; and they may not interfere with other students.

Students then organize themselves into small groups, plan projects, organize the tasks of each group member, coordinate members' activities, design their projects, execute them and report to the class upon their completion. These are then displayed in the classroom for at least two weeks. If it is an oral project such as a debate, the group may invite another class to be part of its audience and to judge the winning team.

All of this may not sound like American history, but it has taught students skills which can be applied in many other school and life situations, (including) the value of research and order in presenting an argument; they have taught the value and pleasure of working with hands as well as head... B. Miller

-- In creative writing. The object is to offer practice and guidance in the improvement of a student's writing ability. A student who is provided many options has no excuse to remain idle. The work becomes more relevant to the student's interests, with corresponding zest and achievement forthcoming from the student. P. Shaps

--In independent study. I agree with John Dacey (New Ways to Learn), when he says, "The greater the amount of involvement the child has in planning and organizing his study, the more motivated he is to do it." Students in the Independent Study Program discover their own solutions to problems that arise. This in turn inspires creative thinking and develops self-reliance.

Both Dacey and I agree that the best way to do this is to teach and use problem-solving strategies. The students in the Independent Study Program formulate questions; develop and collect data; evaluate the data, and draw conclusions about their research. R. Roberts

II. Which children benefit from student-directed learning?

Slow learners

--As a teacher in a resource room for 'slow learners,' I needed a way to wean children away from total teacher direction or toward more independence, as well as (to develop skills for) personal evaluation of study habits. D. Sandler

--Children with learning disabilities are involved extensively in classroom decision-making and are made responsible for their own progress. I believe I have achieved the objective of making the classroom a different and stimulating alternative for these students. C. Jones

--For a Latin American banquet, fifth graders...decided to buy foods such as rattlesnake meat and fried worms...L.J., usually a mediocre student, proved to be our most adventurous diner...she dared peers to try rattlesnake meat and worms as she had. Student participation gave Loretta a chance to shine. (I, as their teacher, would not have spent class money on rattlesnake meat and fried worms.) F. Leahey

Mixed-ability groups

--Of course, the parents of bright students often choose this organization, so part of this... program's effectiveness is due to students' ... ability and a rich home environment. However, there are students from all types of families represented as we have heterogeneous grouping throughout the school. Many students go from 2nd to 3rd grade in this plan and they obviously profit from the second grade experience, being ready to continue, rather than to learn, a new self-determined learning method.
M. Dees

--What one can achieve really depends on the personality of the group and the size and range of abilities. In a mixed group, kids of lesser ability tend to show a need for more structure until they have the skill, background and emotional resources to go off on their own. My class this year spans readiness to 5th grade reading levels... F. Jenner

--Most students (grades 3-4) are responsible enough to complete activities they select for themselves on a daily basis... L. Williams

--(Art)...the system works only in classes where children accept and love that freedom to choose and work independently. Students in three different classes selected 6, 8 or 3 art media, (thus showing how in some classes many simultaneous projects are appealing, while in other classes only a few similar projects are chosen. D. Benson

Fast learners

--We have a group in the Middle School called "Old Reliables." These students are encouraged to plan their own time without having to report to a specific teacher during activity periods. They are free to hold meetings, go to the library, study in any empty rooms, play games and play outside when the weather permits. A student remains on the "Old Reliable" list as long as he conducts himself in a responsible manner...

We have found that once students have been accepted in college, they tend to lose interest in their Upper School classes. To make these last weeks rewarding, each senior (not just the Old Reliables) is allowed to participate in the Hawken Senior Project Program. Students choose an area of interest, make all arrangements and submit a proposal of what they would like to do. A committee then reads each proposal and decides which ones merit a six-week leave of absence. Some examples have been: working as teacher aides, working at hospitals, banks, newspapers, preparing for a piano recital, writing stories and poetry, traveling to distant lands or working in local or federal governmental offices. S. Kent and C. Palmer

--We are a process oriented school. We attempt to lead the child to dealing effectively with more and more responsibility...The system positively rewards students capable of handling more freedom. E. Lindow

III. How is the class structured so that the teacher knows how the students are doing and when they need the teacher's expert assistance?

Use of Centers

--Children (2nd and 3rd grade) learn early on not to ask THAT question: "I'm finished with my math, what do I do next?" The entire classroom is set up with a learning center approach. Centers cover a variety of topics from math to language arts to sciences to fine arts and more. The classroom contains many choices, i.e. a reading loft, a listening center, an idea bag (commercial shoe bag with a topic on each section and various activities within. For example, "SURVEYS" may appear on a pocket and inside one may find: 1) Survey ten members of the class and find out what kind of pet(s) they have and make a graph to show what you have found), suggestion box (grab-bag style with slips of paper inside and various learning activities on each slip), shelves of commercial made learning games, and a rack of teacher-made learning games (for the purpose of practicing and reinforcing various skills already learned). Within each center, a range of levels of materials is presented in order to allow every child in the classroom an opportunity to participate. Children are not required to do every task but must make some selections each day. It is always their responsibility to see me or a participating college student for help with work they do not understand... J. Paluska

--A half hour in the morning and a half hour in the afternoon are free choice times based on the strong feeling that children need some time during the day to carry on with what they (not necessarily the teacher) think is important. The only stipulation being that freedom of choice is lost when a person starts interfering with what someone else is legitimately trying to do. Lots of manipulative materials are available along with art materials and books and workbooks...Sitting and watching and thinking are also acceptable choices. I learn a lot about my kids during these sessions.

J. LaPierre

Use of Contracts

--(The "contract" is a structure that does not require constant teacher direction.) In one science unit the children were told: You will be able to determine the grade you will attempt to earn. There are five assignments included in this unit. In order to earn an A, you will be expected to complete all five assignments. To earn a B, you will be expected to complete four of the assignments. For a C grade, you will be expected to complete three assignments. Everyone must do at least assignments 1 and 4...You will also be expected to keep all of your completed work until the day that it is due. Everything will be collected on the same day. B. Lawlor

--Once a month, goals were individually set and discussed. These goals were twofold: one being what was referred to as a "school goal," the other a "personal goal". The school goal was limited to some self-improvement activity that could be realized in the school setting (behavior or academic). The personal goal was open to any aspect of the student's life. Many times these personal goals were centered around home chores, club badges, or current interests. These goals were written into a contract and were then evaluated the following month. As the school year progressed students tended to set more realistic goals and showed greater insight into personal strengths and weaknesses.

L. Robertson

Schedule of Electives

--In this program we allowed students to choose the courses they would take each quarter in art, music, home economics, physicial ed and library. The students were given a description of courses, a list of yearly requirements, a list of the courses that would be offered each quarter and an individual student card. Students took this information home with some explanatory material and checked the courses they wished to have at the beginning of each quarter.

The staff of this program kept a master schedule for each student, so that they were able to insure that the requirements of each discipline were met. The program gave the students an opportunity to make choices within some established limits...The motivation factor was very high in these classes.

M. Murphy

--Completed forms (for electives) are sent home for parental signature and their final decision. We do require that if an honors level course has been selected and the 8th grade math teacher does not feel the student can handle the course work, that a letter of parental responsibility be signed and returned and is kept on file in the student's guidance office file.

D. Capaldi

Subject-specific plans for structure

--Spelling. Pairs of students dictate lists to each other and check each other's dictation...To assist students in selecting appropriate words, periodically I dictate a pretest of words from a basic list or a teacher-prepared list of words from every subject. Students may then add any misspelled words from these lists to their personal lists. Student-teacher conferences are used to aid students whose choices are unsuitable. Initially, much teacher guidance is necessary but this is progressively reduced as students recognize the possibilities for personal challenge. The practice accommodates the students who finds spelling a breeze as well as the students who finds spelling puzzling. The teacher's main involvement is as guide, facilitator and checker.

M. Mailer

--Language Arts (English). The Language Arts Centers offer the student a choice of 15 language arts electives to be studied under a variable credit grading system. At the beginning of each quinmester the student is expected to think over what he has done and what he wants to do in language arts. The student, his classmates, and the teacher will decide, in the first class meetings, which electives will be offered in the student's class period. In all elective work the student will be working to improve his self-direction and his listening, speaking, reading and writing skills.

The student will choose his elective from the following subjects: Advanced Composition, Bible as Literature, Black Literature, Creative Writing, Exploration, Humor and Satire, Literature of Sports, Literature of Protest, Modern Novel, Mythology, Poetry, Science Fiction, Shakespeare, Short Story, and Women in Literature. R. Pandukht

--History. (Each month the class identifies and discusses) interesting events that have taken place in history during that month. It has included births and assassinations of Presidents, scientific discoveries, holidays, etc...(Students)...use this as a springboard for choosing different events to research--things that interest them. For example, in December, one boy who is a Sea Cadet had heard two of the last survivors of the Pearl Harbor attack speak at a meeting. He was fascinated and wanted to research the December 7th bombing of Pearl Harbor. A "future physician" decided to research Dr. Christian Barnard's first heart transplant on December 3, 1967. The Wright Brothers' flight on December 17, 1903 was the subject of another December research project, and so on. L. Berengarten

--Science. One way I let the students take responsibility and make decisions was to let them choose a Science Unit which they would like to study and then present to the class. We made a class list of possible units (e.g., Birds, Human Body, Fish, etc.). Then in small groups of 2 or 3 pupils, they worked together on researching the unit, in the library, at home, and from the Encyclopedias in the room. After a report was prepared, their presentations could be in many forms, either they did an explanation of a Bulletin Board, or one group did Overhead Projector transparencies, another group made dittos of the Skeleton, and the Heart System etc., and the Fish group showed photographs with an explanation. (In this third grade class, with limited time for science, many more interesting units were covered this way than could have been introduced if the class were taught as a whole.) N. Chapa

--Independent Study. The teacher evaluates each Report Form daily, noting when the current entry (or the lack of an entry) indicates a need for the teacher to talk with the learner. Progress should be clearly documented; otherwise the teacher should assume the learner needs help or encouragement...

...This approach may be less acceptable with subjects, such as math, in which the content is more sacred to the teacher, to parents and children, or to school administrators. If a teacher is free (and is so disposed) to allow learners a choice of content and to emphasize process, this approach is particularly useful with social studies and science. The teaching and learning of communication skills is an integral part of the process, whatever the topics for investigation may be. D. Alexander

Teacher advisors

--I should say a word about the space we are using. All of our classrooms are centered around a large workspace which is always available to students. This is not a quiet area; students can talk there as they please. The library which looks onto this room is kept as a quiet area for students working by themselves or reading...

There are a number of ways that we keep track of students in this system. The most significant is the advisor system. Our 90 students are divided into 12 advisor groups. These meet as small groups for a half hour every morning. During this time the students plan their day's work with the assistance of their advisor. In addition, each advisor has a weekly 45-minute individual meeting with each advisee to discuss planning, look at work, or just chat. E. Lindow

Other problems

--Adopting structures to manage student self-direction is neither easy nor immediate. One teacher reported the weekly progress made on Friday morning "Decision days":

May 12...terrible...they were discouraged and so was I...surprisingly 50% wanted to try it again...I had trouble letting go.

May 19...new set up...I felt more at ease...PM discussion about choices

May 26...children really getting the idea of this...they choose an activity (a) because they need it and (b) because they like it...

June 2...big step...they had to make all decisions...

E. Racicot

--Scheduling the class has been somewhat of a problem because the 6th graders must come to the high school building from the elementary school. Because it is a "pull out" program one half day per week, all students miss a few of their regular classes. It has been difficult to coordinate all grade levels.

One of the strengths of the program is that it promotes creativity. None of the projects are very directive, so students must be very creative in planning and developing each project. Pupil choice predominates--they choose all projects, field trips...We are optimistic that the students will gain in knowledge and opportunity to explore new fields even with the limited time spent. R. Roberts

IV. Examples: Teachers' Practices

This section summarizes briefly the more elaborate descriptions of practices reported in the field search. The entries are organized according to several broad areas: Reading and Language Arts, Mixed or All Subjects; Social Science, Math and Science; Art, Music and Physical Education; Discipline and Scheduling; and Other Nonacademic Areas. Although a grade or educational level has been attached to each entry, there is a great deal of overlap in teacher-student shared decision-making practices across the grades. Teachers are encouraged to place less emphasis on the grade distinctions and more emphasis on the potential benefits of the ideas and new structures to their own students.

It will be noted that in many instances the descriptions do not tell "how-to-do-it"--how to schedule or manage the activity, how to restructure the classroom or revise expectations for student behavior, or how to adapt an idea for a different grade, subject or unit. The descriptions are, then, preliminary suggestions that require some elaboration.

Many of the suggestions reflect the respondents' observations, expectations, and biases. In this way, the collection illustrates why research is needed to better understand what decisions children are able to handle at different grade levels, with what effect, and how year-to-year promotions can be matched with increases in student responsibilities.

Table 1 indicates the aspects of shared authority described in a variety of subject areas by teachers' responses. Only the lowest grade level for which

Table 1: Lowest grade reporting teacher-student shared-responsibility for academic activities, by subject.

Student responsibility for:	Reading	Language Arts[a]	Spelling	Math	Science	Social Studies[b]	Independent Research	Art	Independent Study (New courses for credit)	Mixed Subjects
Selection										
Goals						7	3		10	
Elective Subjects	4	9		7	3	4	2	10	10	1
Mini-Courses		3		9	3	5	2			1
Texts	3		6		6			1		5
Activities	1	1	2	2	3	3	2	1	10	1
Organization										
Individual, pair, team		2	2	4	6	4	6			3
Learning Style		9		9		9	6		10	3
Completion										
Scheduling	3	2	3	6		7	6	5		1
Timing	3	2	3	3	6	3	6	5		1
Media					6	7	6	5		5
Location (In or out of school)	9	6				9	6		12	3
Resources						4	6		10	5
Record Keeping	3	5	4	4	6	4		5		1
Presentation										
Sharing information	3	5		7	3	7	6			2
Evaluation										
Short/long-term	3	9				6	6	9		5
Self or peer-grading	6	4	2		6	6				1
Contract-choice of grades	3	3	3	3	3	3		5		3
Valued prize or award		7		7	7					3
Continuation										
New levels of commitment	4			7	6	7	6		10	

[a] Called English or Core at the secondary level.

[b] Sometimes called History at secondary level.

the practice was described is listed. For example, in the first column, under Reading, electives were offered to students in grade 4 and above, students selected their own textbooks in grade 3 and above, and students selected reading activities in grade 1 and above.

The table has many empty cells indicating the teachers responding to this field search do not share responsibility with students on certain aspects of the academic program, in some subjects. For example, decisions about goals for learning are rarely shared with students at any grade in any subject (but see exceptions for social studies, independent research). Often the general and specific curricular goals are issued at the state or district level. Decisions concerning evaluation are rarely shared with the students at the elementary level, except in the form of "contracts" for learning, which tie the grade received to the quantity and quality of work completed. The table is not accurate to the degree that the descriptions of some projects omitted aspects of decision making that are actually practiced.

Table 1 and the summary of the described practices that follow show differences in practices according to the age, subject, and aspect of shared authority. For example, language arts, creative writing and related independent research are subjects for which many teachers introduce student choice early in the elementary school years; math and social studied are offered later, in junior high school; decisions about electives, learning styles, location, and student evaluation are aspects more often incorporated at the high school level for several subjects. Subjects like spelling and art were mentioned infrequently by these respondents. Nonacademic projects that emphasize student self-direction--school or class newspapers, drama,

school store, school lunch menus, tutoring, student councils, service and jobs at school--were described for students from fourth grade through high school.

One of the most obvious variations that exists across grade levels, subjects, and aspects of shared authority is the amount of time different teachers allot for student responsibility for academic decisions. For example:

SUBJECT	TIME ALLOWED
Mixed subjects:	15-25 minutes before school starts; ½ hour every day, grade 3; 1 hour at the end of each day, grade 4. Activities change three times a year, grades 1-6.
Social Studies:	5 hours per week, grade 7. Half of all weekly class periods, grades 6-8.
Independent Study:	5 weeks for each of 5 projects, grades 7-8.
Art:	two months before Christmas for projects, junior high; 6 hours in 6 weeks for 2 projects, grades 5-6.
Contracts:	One day, one week, two weeks or longer (various grade levels).
Mini Courses:	2-10 sessions, 2-6 weeks or longer (various grade levels).
Rule Making:	Once a month, once a term, or "as needed" (various grade levels).
Centers:	3 centers daily, grades 1-3; 15-20 centers monthly, grade 2; Super Friday afternoons, elementary; ½ hour each morning and afternoon, grade 1.
School Jobs:	50 minutes each day, grades 5-6.

The following comments from each grade level are examples of teachers' reports about the use of shared-authority projects with students at each grade or educational level. Teachers must make decisions about

the time students need to feel comfortable with their responsibilities.

Grade 1	Children need 2 months to get used to self-direction of behavior, selection of assignments and record keeping.
Grade 2	Gradually the second graders begin to feel comfortable determining their own time and enjoy being able to spend the necessary amount of time for them before going on to the next activity. By the time the children get to third grade they are ready to continue, rather than learn, the self-determined learning method.
Grade 3	Students of lower ability appear to need structure until they have a background to go off on their own with centers, activity cards and/or self-selected work sheets.
Grade 4	The emphasis is on the learner. The student sees learning as something that is important to him/her, not on the teacher's presentation of a product.
Grade 5	Students learn time-management when it is up to them to schedule and complete a set of assignments.
Grade 6	Student learning, enjoyment of learning, and extension of skills from one assignment to the next is more apparent when the students are involved in making decisions about their work.
Junior High	Students feel they are accomplishing something as they see each contract completed. Students are aware of the criteria by which their work will be evaluated and can pre-evaluate their efforts. Some contract work is based on "threshold model" under which the student must believe the work is at least worthy of a "C" before it is submitted to the teacher.
High School	Students design, conduct and present their work. Contracts are written by the teacher and student only if the students cannot plan their 5-week units on their own.

The synopses of practices described by teachers and principals are grouped by subject area:

Reading and Language Arts
Social Studies, Decision Making
Math
Science
Mixed (or All) Subjects
Art, Music and Physical Education
Discipline, Schedules, Extra Activities

Many of the practices can be adapted for subjects and for grade levels other than the one described. For more information about a particular program, contact the respondent.

READING AND LANGUAGE ARTS

Grade 3 Reading

In addition to required work, students select activities for the remainder of a 1½ hour block of time and keep a record of their own selections from centers, games, and activity cards. Students also select early morning activities before the work day begins from ten alternatives. Centers are structured so students decide when to begin and complete work, how much to do, whether to work alone, how to share their information, and what to select. Students of lesser ability tend to show need for more structure until they have the background to go off on their own.

Note: Within one class children's reading abilities range from readiness to fifth grade.

Frederika S. Jenner, 21-D Anthony Circle, Newark Delaware, 19702

Grade 3 Reading

Students learn to set goals, choose words to learn to read, establish and plan an independent study time, share and evaluate their work.

Vera Coultas, 18160 Marsha, Riverview, Michigan 48192

Grade 3 Written self-expression

Word-Sentence-Story. Students write creative stories and expository paragraphs by selecting one of their own or teacher-provided "Starting Word." They use the word to write a sentence and then expand the sentence into a story (a few sentences or paragraphs). The choice centers around "what to do" not whether to do it. Word-sentence-stories may be shared with the class. Grades are not given, but suggestions are made about improving writing style and spelling. The teacher writes suggestions that will not discourage writing the next day. Suggested topics may follow key events, special days or other subject study units. This once-a-day activity gives experience in choosing and writing topics. The teacher writes: "Many choose to do Word-Sentence-Story rather than play. Perhaps for them it is play."

Warren A. Stewart, Camp Allen Elementary, 501 "C" Street, Norfolk, Virginia 23503

Grades 4-6 Reading

After completion of assigned work, students choose reading materials and own assignments from a wide range of teacher-provided alternatives and student-designed tasks and projects. These include but are not limited to:

a. Standard book report
b. Description of the best, worst, or exciting part and enough information to make a friend interested with picture.
c. Newsprint for headline and story
d. Picture and description of character(s)
e. "I didn't know, but now I do..." from reading selection.
f. Recommendation: Dear _____, I think you'd like the book because...
g. Keeping track of 50 books
h. Story starter, child writes own story
i. Compare character to yourself (physical looks, likes and dislikes, time period, clothing, food, conveniences, transportation), put yourself into the story, bring a character to life and describe things to him/her.
j. Diorama
k. Tell a story to a partner--classtime pairs of students
l. Crossword puzzle from story words

Joanne B. Baxter, 2886 Grant Street, Lorain, Ohio 44952

Grades 4-6 Poetry

Children choose types and forms of expression following lessons about and experience with rhymes, meters, free verse, Haiku, and other poetry forms. Students choose the way to approach and express an idea. Many helpful suggestions are offered in a paper by this teacher.

Wendy Lee Klenetsky, 638 East 78th Street, Brooklyn, New York

Grade 5 Language Arts

Students have some required and some self-directed activities in 210 language arts minutes per week. Students determine the order in which assignments are done and monitor their progress of completed assignments.

This procedure gives the teacher time to help individuals with specific skills, and enables students and teachers to improve their learning time management.

Deborah Kimble, Bainbridge Elementary, Preston Drive, Port Deposit, Maryland 21904

Grade 5 Drama

Students select a story, and then write, cast, rehearse and produce a play. They spend 30-45 minutes at the end of each day on these self-directed activities. (These can be large or small group activities.)

Barbara Goodwin, 3828 Grand Prairie, Kalamazoo, Michigan, 49007

Grades 2-5 Independent study packet

Students select a topic from 4 possible topics, and learn such techniques as webbing and outlining to plan their reports or other activities from a list of 50 possibilities. Students tap primary and secondary sources of information, learn to list their resources in bibliographies. Students and teachers evaluate the quality of the work completed.

Pat Vining, Bernard Terrace Elementary School, 241 Edison Street, Baton Rouge, Louisiana, 70806

Grade 6 Language Arts

Students select one or more activities from 10 selections to follow up reading assignments, including word study, creative written work, art and graphic work. Students design their own spelling lists, which are augmented as necessary by basic lists if skills are not naturally mastered. Students select their reading assignments but may not repeat the same type of activity from week to week. Students work alone, in pairs or small groups, and share reactions with the class.

Colin M. Mailer, 35-26 Street, Brandon, Manitoba, Canada R7B 129

Elementary Newspaper

Students work in small groups to develop sections of a class newspaper. Students familiarize themselves with the local paper, and have three weeks to complete their contributions to the various sections.

Mary Hesselroth, Truman Elementary, 9601 James A. Reed Road, Hickman Mills Station, Kansas City, Missouri, 64134

Elementary Library

500 students in grades 3-6 reported their favorite leisure time reading books to teachers and librarians. The children's choices were used to form the list of books to order for the library and also served to inform teachers about the children's reading experiences. In previous years books have been selected with no attention to children's actual choices.

Effie Kaye Adams, Professor of Education, Scholar's Inn, P.O. Box 239, Hawkins, Texas, 75765

Elementary Library

Children make choices and take responsibility for their use of library materials and use of AV equipment. Class librarians charge their classmates' books.

Marge Oleskie, Fellowship Farm School, Shelton Road, Piscataway, New Jersey, 08854

Junior School Reading

Weekly contracts include required and optional items, including reading, reports, rhyming, writing and extras such as puzzles, mazes, etc.

Edward Van Dusen, Elizabeth Park Junior School, CFB Ottawa, Ontario, Canada K1A OK5

Junior High Core (English/Social Studies)

Students write a class constitution, elect officers, and hold weekly class meetings. They determine a schedule of topics for the English and Social Studies classes and decide how to study the topics selected. Tasks include finding information, preparing materials for presentation, and evaluating results.

Wayne B. Jennings, Principal, St. Paul Public Schools, Battle Creek Junior High School, 2121 North Park Drive, St. Paul, Minnesota, 55119

Junior High Reading enrichment

Students are asked to make choices to sample a wide variety of areas of interest--careers, hobbies, recreation, etc. The reading leads to more detailed investigative work in one or more of the selected areas of interest.

Gloria Carlton, Central Kitsap Junior High $401, P.O. Box 8, Silverdale, Washington, 98383

Junior High Corrective reading

Reading remediation requires individualized instruction. The diagnostic-prescriptive treatment permits many alternatives to be presented to each student. Student and teacher plan a 3-day period, the student tracks and evaluates his/her own progress and level of work.

Katherine G. Halikias, 2101 Brown Street, Brooklyn, New York, 11229

Junior High Reading remediation

A different stimulating alternative is needed for junior high students who have not been able to demonstrate success in regular classrooms. Students are made responsible for their own progress. On a daily assignment

sheet students select the order of assignments. No assignment may be carried unfinished for more than 3 days. Every skill is pre- and post-tested, and students can proceed at their own pace.

A point system for completed work gives special activities or rewards to students who keep a record of their efforts themselves. Activities at special learning centers can be done for extra points.

Students select their own reading text from 4 or 5 activities. Students also learn to keep and use records of progress. (Learning disabled children.)

Clare B. Jones, 32582 Captains Galley, Avon Lake, Ohio, 44012

Junior High Basic skills spelling

Students have 15 choices of spelling assignments and select any 3 activities each week for 15 spelling words.

Jackie Gillespie, 9891 Good Luck Road #12, Lanham, Maryland, 20801

Junior High Language Arts

Students decide time allocations for composition, speaking and listening, grammar, spelling, etc. Students devise grading scale and due dates for assignments.

Marjory R. Long, W.M.F. Gurrie Central Junior High School, School District No. 105, 1001 South Spring Avenue, LaGrange, Illinois, 60525

Junior High Language Arts

The student newspaper is a standard activity that leaves much room for student choice of writing activities, styles of writing, topics and flexible scheduling. Requires teacher-support and energy.

Linda T. Lombardo, St. Michael's School, 824 Wayne Avenue, Silver Spring, Maryland, 20910

Junior/Senior High Writing

Creative writing topics and styles are selected from lists of alternatives. Stories, letters, plays, TV scripts, poetry, etc. provide enough alternatives so all students will find something to help improve their writing ability through practice.

Philip P. Shaps, 3091 Brighton, 5th Street, Brooklyn, New York, 11235

High School Language Arts

L.A.C. (Language Arts Center) offers students a choice of 15 language arts electives and the choice of grade earned according to work selected. The work selected ranges from summaries of written work to creative writing and oral presentations.

Electives include advanced composition, Bible as literature, Black literature, creative writing, humor and satire, modern novel, mythology, poetry, Shakespeare, short story, women in literature, etc. Only grades of C or better can be earned. The student must plan time and quality of work to earn the necessary number of graduation credits in a year. Many demanding, self-directed activities that require careful monitoring by student and teacher are part of the program.

Richard Pandukht, Edison High School, 540 East California Avenue, Fresno, California, 93706

High School Language and learning

Students can select from three styles of learning that range from very structured to very independent work. Students plan their 5-week units from a wide range of topics, each with reading and writing activities, individual and group learning. Contracts are written if students have difficulty with planning on their own. Other information from this teacher explains this complex and comprehensive program.

Clement Mailman, Park View Education Centre, 1485 King Street, Bridgewater, Nova Scotia, Canada, B4V 1C3

SOCIAL STUDIES AND DECISION MAKING

Grade 3

Social Studies: Students act as school board members. Each student in class must develop a project to improve the local school or school instruction. The board selects 5 of 25 best ideas. Students learn to present ideas, listen to questions, select alternatives.

Gordon E. Learn, Enfield Elem. School, Oreland, PA 19075

Grade 4 Social Studies

Students select one of two (or more) homework assignments, including selected TV shows, family visit to museum. All students do not do the same homework, but the homework that does get done has particular meaning to the students at home.

Students select one topic from up to 30 alternatives for their reports. Topics for debate include out-of-school discussions with families and others on debate topics (such as "Small cars are a better buy than large cars.").

Mrs. C. Jones, Jr., 215 College Blvd., San Antonio, TX 78209

Grade 4

Students learned about and created their own mini-museum on Indian life with the help of museum instructors and teacher. Students learned about and selected a role--curator, display developers, guides, etc. and completed museum displays and projects. (Advanced students.)

Sylvia Vogel, P.S. 105, 1031 59th St., Brooklyn, NY 11219

Grade 4 Social Studies

Law in the classroom: In small groups, or as a class, students are introduced to, select, and discuss contemporary and controversial issues of importance, including the meaning of freedom for prisoners and citizens, womens rights, division of labor and rewards of marriage and family, etc. (Such discussions make students more aware of their world, the news on TV, newspapers, radio, etc.)

Bessie Cooper Noble, Craven Crawford Elem. School, Liverpool Central School District, Liverpool, NY 13088

Grade 5 Social Studies

Contracts are used and students can choose to obtain passing grades or better. Students choose 6 of 11 (or so) activities. Any six may be selected, none are required. Activities follow a social study text and include vocabulary, creative writing, map work, projects, and written activities. The choices differ for each chapter or unit, differ for each child according to interests and abilities.

Janice M. Shay, 517 Stine Drive, Carlton, MN 55718

Grades 3-6 History

The purpose of this program is to help students learn to plan, organize, judge and execute work of their own choice. Monthly reviews of what happened in history during the month yields a long list of activities that students can explore according to their own interests in history, science, geography, medicine, etc. (That is, what are the events of importance that happened over the centuries in the month of January? and so on in each month.) The children learn research techniques, selection of sources, note taking, putting notes together, presenting ideas, etc. This program has been used successfully with gifted and able learners.

Linda Berengarten, 28-02 Parsons Blvd., Flushing, NY 11354

Elementary Social Studies

Students sit in groups of 4-7, select a favorite State and elect a governor. Students learn about their state, and the teacher uses this grouping to call for or talk with groups, for line up or for discipline. The teacher writes, "This method of grouping (teaming) helps with organization, map skills, and knowledge of the states.

John Musters, Wells Elementary School, Old Post Road, Wells, ME 04090

Grades 4-6 Social Studies, Science, Individualized Instruction

A work form is used to enable students to select topics of interest, plan a course of study, plan each step of the investigation, and complete the report.

The emphasis is on the process of learning something that is important to the learner not on the teacher's presentation of a product to the class. The teacher works with the student to guide work from step to step as needed. Students share reports and projects with the class.

Donald K. Alexander, Associate Professor of Education, The Pennsylvania State University, Middletown, PA 17057

Grade 5 Science and Social Studies

Students select from 5 topics, or suggest topics for science and social studies "mini courses" that last 2 1/2 weeks. Classes are taught in the afternoon after basic subjects of reading and math. Students may change units and teachers every 2 1/2 weeks according to their interests.

Vicki Lewis, Newark Valley Middle School, Whig St., Newark Valley, NY 13811

Jr. High Social Studies

Students learn survey techniques and design and conduct polls on topics of interest, make summaries of the statistics including graphs and pictorial representations, for subgroups of importance.

Falba F. Turner, 10205 Oak Hollow Circle, Austin, TX 78758

Jr. High History

Students are planners, organizers, coordinators and report to the rest of the class on their social studies projects. Students learn to assume responsibility for their own learning. Limits are set: Students may not work with the same group twice in a term, and may not repeat a project. Students also construct games and puzzles to review and test each other.

Beverly Miller, McAdams Jr. High School, P.O. Drawer Z, Dickinson, TX 77539 (See Miller, Beverly, "En Garde," The Clearing House, 51: February 1978.)

Jr./Sr. High Social Studies

Students are given the role of teacher for a class session. Students select topics and materials and prepare a lesson for a given day, get the teachers approval, and teach the lesson. Students, teachers and peers participate more in class. This kind of activity requires supervision and assistance by teacher, but promotes student initiative and responsibility, and awareness of teacher's problems and tasks.

Terry Rinehart, H.S. Principal, Livingston Co. R-IV, Wheeling, MO 64688

Jr./Sr. High Social Studies

Weekly contracts are negotiated with students. Each contract must contain 5 hours of social studies work designed by student, parent and teachers. Many individualized packets are available for students to choose. Students' contracts determine how much time will be spent on each subject; extra time spent yields extra credit.

Parents can suggest units or goals. Students feel they are accomplishing work as they see each contract completed. Work is evaluated according to the student's ability level and effort.

Kenneth Cavanaugh, Box 6, Wahkon, MN 56386

Grade 10 World History

1. Students meet in groups of 60, with 2 to 4 teachers per group every other day. This grouping and scheduling makes field trips and extended time for subject study easier on those days.

2. A 3-credit World History course is based on an 80-minute class every other day. Students select their own themes, make oral, A-V, or written presentations. In this course of wide scope, a variety of topics can be covered. 30-40 minute classes, reading assignments and discussions may take place within the 80-minute period. Students can drop off from the course to do in-depth research on particular topics on theme.

Evaluation is based on thoroughness, indication of development, organization of presentation, and possibility of an article for the school paper. Students learn research and analyses, oral presentation skills and self motivation.

Another program permits individual students who must repeat a class to do guided independent research, as an alternative to sitting through the class for a second year. Paired students can work on 6 in-depth topics for World History. This kind of work with previously failing students develops trust between teacher and student, and students may develop real interest in history for the first time.

In a third program, students plan and research 2-3 day overnight field trips related to topics in history and geography. In this case, trips were made to a Jesuit mission base, and along an historic canoe route.

Peter D. Hawker, Ste. 402, 9910-104 St., Edmonton, Alberta, Canada T5K 0Z4

High School Career Awareness

Career decisions are best made over a long period of time by students given a wide range of experiences. This course aims to improve decision making skills including self-appraisal and occupational analyses. Values, needs, influences, risks and costs of selecting a college or work alternatives after high school are explored and decisions and plans are made. Texts, speakers, examinations of work world, simulations are part of student experiences.

Michael Bergin, Guidance Counselor, Niskayuna High School, 1626 Balltown Road, Schenectady, NY 12309

Grades 11-12 Career Development

"Sorting Life Out" is a course in decision making. Students study life-styles, consumer education, human development, marriage, family alternatives, career alternatives, and money management. Home economics is no longer sewing and cooking only, but includes all aspects of life--dating, money management, careers, family and children.

The community is the life-style laboratory. The student selects a topic, subject matter, and decides on credit to be earned for the course. (Two Handbooks are available for teachers from this respondent as the result of her ambitious projects--"Sorting Life Out" and "Sorting Out Money Values."

Carolyn Purgraski, 1420 10th, Bay City, Mich. 48706

High School Careers

Experience Based Career Education Programs developed by several National Institute of Education Laboratories and Centers, puts the student in school for one day a week and in the work of his/her choice 4 days a week for several 13-week terms. Cooperation and planned activities are obtained from diverse local businesses and communication and service agencies. Students' selections are based on interests or potential interests, and are believed to increase student's motivation to complete the senior year and select a career with understanding.

Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WVA 25325

High School Home Economics

As many choices as possible are offered including: Course goals and order of covering goals; films relating to the students' selected goals; foods to cook, sewing projects, craft projects, jobs, field trips, topics for reports and extra credit projects to raise grades. Students may work with partners.

The teacher assists, advises, sets guidelines and limits (e.g. students must select nutritious food to cook, and must not get into discipline problems with the partners they select.)

A. Casari, 515 N. King., Ionia, Mich. 48846

Grade 12 Family Living and Vocations

After introductory sessions, students choose topics for the year and method of evaluations. Students conduct discussions on problems that interest teenagers. This is a non-credit course with an emphasis on participation and discussion.

Ethel B. Gibson, Box 336, Ilwaco, WA 98624

High School Sociology

Students design and conduct projects on topics related to the course content. Plans must be cleared with teacher and a "contact" is signed by both teacher and student to indicate planned work and time for completion. The goals for students include learning to assume some of the control for what and how they learn, responsibility, what they value and why, consequences of their actions and non-actions.

Tom Herbert, Concord High School, Concord, New Hampshire 03301

High School Personal Development

ROPE, Reaching Our Potential in Education (ESEA, Title III), includes a series of initiative tests, physical obstacles, problems in social interaction, and wilderness experience. The program, emphasizing outdoor living, concentrates on the dynamics of self and group trust, cooperation and self-reliance.

Mr. Tom Herbert, Concord High School, Concord, NH 03301

High School French

Students choose a group or individual method for studying French reading and speaking assignments and to evaluate progress in French. (Team, paired, or individual grades are given). This incorporates a contract method. Students may choose from wide range of written and oral activities, areas of study, field trips, topics for conversation, etc.

Elizabeth Campbell, Leamington District Secondary School, 125 Talbot Street West, Leamington, Ontario, Canada

DECISION MAKING

Grades 1-3 Decision making

A unit is presented for teachers who want to structure the class to give students a chance to make decisions. The authors (Butzier, Gish, and Vernon) suggest 12 learning centers relevant to the four basic subjects and art, with the centers changing weekly. The children choose 3 centers daily. Children discuss the basic steps in decision making--consideration and evaluation of preferences, circumstances, recognition and acceptance of the consequences. Children give their subjective reaction to each center they complete as part of the record-keeping process.

Mary Butzier and Judith Gish, University of Northern Iowa, Malcolm Price Lab School, Cedar Falls, Iowa, 50613.

Elementary Problem solving

Social Dilemma games require the development of problem-solving skills, identification and expression of personal and group values and actions.

This unit provides useful background information on the cognitive and affective bases of a curriculum in decision making that uses social dilemma techniques.

Robert N. Clegg, Head Teacher, Walnut Street School, 6th and Spruce Street, Darby, Pennsulvania, 19023

Elementary Decision making

Four in-service films are available for helping students make better decisions. A perceptive account is offered by this respondent of the basis for student decision and strategies for classroom decisions.

Madeline Hunter, Principal, University Elementary School, University of California, Los Angeles, California, 90024

Elementary Decision making

"Rules, Rights, and Responsibilities" is a Title IV-SEA project. Students discuss and learn concepts and practice of rights and responsibilities they have as children, students, citizens. Art and role-playing are given emphases to enable students to express understandings. Decision-making techniques are practiced. Suggested lesson plans are offered to teachers.

Jan Reed, Glenview School, 1775 Glenview Avenue, Anaheim, California, 92807

Grades 4-6 Values

Resource Kit for Values Education was developed by 5 teachers based on four approaches to values learning. Lessons, topics for discussion, activities, etc. for individual or small or large groups are included. Decision making here means coming to some awareness of one's values, in the light of particular circumstances and pressures.

Don Power, Lakehead University, Faculty of Education, Thunder Bay, Ontario, Canada, P7B 4E1

Grade 5 Problem solving

Test questions are being devised by the Northumberland Newcastle Board of Education and OISE (Ontario Institute for Studies in Education) to identify and study the degree of sophistication of a child's decision making. This is a program in progress, developing questions and problems in subject areas that cause students to generate alternatives and criteria. Information should be available on this project in a short time.

Morris Tait, Burnham Public School, 600 Burnham Street, Cobourg, Ontario, Canada

Elementary Decision making

Teachers and counselors are in the process of developing a sequence of classroom meetings to enable teachers to encourage student decision making, discussing and setting rules, and student responsibilities.

Judy Boser, 10905 Sonja Drive, Concord, Tennessee, 37720

Elementary/
Junior High Decision making

The Hilda Taba Inquiry Technique is used to promote decision making skills. A story, tape, or account of an event from a newspaper is shared (anything from Cinderella to King Kong has been used) with the students. Three levels of thought and three levels of tasks (concept formation, interpretation, and application generalizations) are developed to help students identify data specific information, predictions, relationships, inferences, hypotheses, labels, generalizations and syntheses to organize, process and apply information to new situations. This technique is useful with individuals, groups, or full classes and can take students from the first level of thinking ability through the sequence of improved thinking and critical thinking. Worksheets describing these processes have been developed.

Lillian Newham McRee, Coastal Plains CESA Center, 1200 Williams Street, P.O. Box 1265, Valdosta, Georgia, 31601

Junior/Senior High Problem solving

Role playing of a variety of incidents is used to discuss values--"right and wrong ways to handle different situations in school, home, community."

Team exercises are devised that call for specific and sufficient information for problem solving, estimation of risks and consequences of alternative solutions.

Miriam Landor, 61 East Fifth Avenue, Berea, Ohio, 44017

High School Decision making

Students are given 2000 units to invest in 24 values ranging from political power, to personal freedom, to pleasure, to financial security, job satisfaction, and so on. Students can see what the class as a whole values by comparing their planned "bids" and the final sale in units for the range of values. This is an exercise in decision making.

Nancy S. Benjamin, 3944 Grist Mill Circle, Liverpool, New York, 13088

MATH

Grade 3 Math

For ten math units in grade 3, students decide upon a math contract. They check work and meet with the teacher who provides more or less drill as needed. The students both help and compete with one another in a program that places learning responsibilities on the students.

Gordon E. Learn, Enfield Elementary School, Oreland, PA 19075

Grade 4 Math

The math program includes four folders of 10-15 worksheets for each math competency with various levels of difficulty in each folder, and 4 answer folders. The children choose the worksheet they wish, then complete, correct it, and record their progress. The teacher writes, "Within 2-3 weeks it becomes very obvious to the teacher and student what the skill competency per student and the class is. Why? When given a choice, children as well as adults, tend to pick whatever they feel most comfortable with, understand and will succeed with! I have had success using this method within a self-contained room for building my math curriculum for three years and now find it invaluable!"

John Musters, Wells Elementary School, Old Post Road, Wells, ME 04090

Grade 5 Math

How to handle a checking account. Students are "given" $100 to spend, or save. Students earn money for school activities and keep track of their finances. They decide how much to "spend" and on what.

Mrs. Fenoglio, Hommell Elementary School, 308 West Enon, Everman, TX

Grades 4-6 Math

Individual math activities are devised by creating math problems about newspaper clippings or pictures. Teacher or student can create innumerable problems of interest to students. Students select the pages to complete, form into booklets, share with friends, family and community (such as children's hospital).

Edith L. McQueen, 8576A East Indian School Road, Scottsdale, Arizona 85251

Grades 4-6 Accounting System

Students earn checks (✓'s) at stations, in group work, seatwork, spelling improvement from pre- to post-test, and for attendance. Students keep track of checks earned and can "purchase" small toys, books, or privileges, and special activities. Students use a mock check-book to record deposits of earned checks and to make payments for prizes. They are aware of the criterion on which work will be evaluated, and decide which stations to work on and how to spend earnings.

Deborah Sandler, Chase Elem. School, 11701 Eastern Ave., Balto., MD 21220

Jr. High Math

Class selection of special topics from 6 alternatives defined by the teacher.

Pat McCarty, 2316 Maywood, Grandview East Jr. H.S., Independence, MO 64052

Jr. High Math

Students in grade 9 have up to four elective courses. For example, elective math classes include Algebra honors, Algebra 2, Algebra 1, part 1 or 2, Shop Math I, Applied Math I, Basic Math I. Students select courses and receive parental signature of approval. Parents (and students) assume responsibility for success or failure in the elective course. This is especially important if the school has identified the elected courses as inappropriate for a particular student but the student chooses to take it anyway.

David A. Capaldi, Chairman, Dept. of Mathematics, Winman Jr. H.S., 575 Centerville Road, Warwick, RI 02886

Jr. High Math

In creative mathematics, once a week for 13 weeks, students get together to create math games for students in the younger grades. Students decide on grade level, content, rules of the game and create the game boards and/or pieces. The students then teach groups of the younger children how to play them.

Gail N. Redlitz, Trinity Lutheran Church & School, 40 West Nicholai St., Hicksville, NY 11801

Jr. High Math

A Handbook, "A Cloudburst of Ideas," by Nick Spano includes ideas too numerous to mention for games and activities for groups and individuals to show the importance or excitement in numbers. "Put the text book away for a few minutes or a few days," suggests the author to give students a chance to work creatively with math codes and math functions.

Nick Spano, 2154 N. 20 Boulevard, Warren, OH 44485

Jr. High Math

Students work on practice exercises, math games, and individualized review skills booklets. Math Lab provides problem-solving cards that can be selected in any order by the students. Points are earned on quality of work and level of difficulty. In math the mix of required work and math lab selections balances the usually completely structured math program.

Ms. Placida Wemhoff, Prairie Middle School, Cottonwood, Idaho 83522

High School Math

Students choose the type of math test they prefer. The two types emphasize either group or individual solutions. This has been used in Algebra I, II, Geometry, and Analysis classes. Individuals were given the option of taking the tests by themselves or in small groups, and if in groups of accepting the group's or their own solutions to problems. Students electing the group option would form groups of 3-5 with each individual receiving a test paper. They were able to discuss the questions, select a method of solution, determine a response and then indicate an answer. Each student was given his or her own test so that dissenters in the group did not have to go along with a majority opinion.

Choice plays a dual role in this activity. Each student chooses the type of test and each student in a small group weighs the advice of others but is responsible for selecting the response he or she feels is correct. The teacher writes, "Time, and time again, students have expressed their positive feelings towards the group test format. The test becomes a thinking and learning experience as it ought to be."

William R. Speer, Assistant Professor of Mathematics Education, Bowling Green State University, Bowling Green, Ohio 43403

High School Math

Students and teacher use a "mock trial in mathematics" to call attention to common errors in solving math problems, fuzzy thinking, and lack of precision in computation. Students developed the cases and served as attorneys.

N. Kemp Mabry, Professor, Educational Psychology and Guidance, Landrum Center, Box 8131, Georgia Southern College, Statesboro, GA 30458

High School Computer Science

Students are asked to develop projects in computer science (e.g. pseudo-languages and library file programs). These are independent projects that may take many forms according to student abilities and goals.

Lyman W. Gurney, Fellowes High School, 420 Bell Street, Pembroke, Ontario, Canada K8A 2K5

SCIENCE

Grade 3 Science

Small groups select science centers from a long list of alternatives. Students conduct research on their topics and present information to the class using visual aides, models, photographs. Students choose topics, carry out the work, and teach each other. This permits wider exposure to science topics than might be possible.

N. Chapa, 840 East Cross Street, Ypsilanti, MI 48197

Grade 4 Science

Students vote on the subjects to be studied in science for the year from a large list of alternatives. How time is spent in class is considered a class decision. Individuals may select extra topics that are not selected by the whole class for individual study.

Hazel R. Buckner, Holly Hill School, P.O. Box 96, Enterprise, AL 36330

Grade 5

In science, experiment time: 3-4 times weekly a variety of lab experiments including chemistry and kitchen chemistry (cooking) are offered for student choice.

Barbara Goodwin, 3828 Grand Prairie, Kalamazoo, MI 49007

Grade 6 Science

A discovery approach for the study of natural and physical sciences emphasizes student participation. Students survey the available texts and a variety of topics and select their interests and texts. Small, simultaneous groups meet about 45 minutes, twice weekly. Students have three regulations: (1) activities must be non-disruptive; (2) activities must remain within the scope of the original outline of activities, unless the change is approved by the teacher; (3) activities must be done largely within the confines of the school or at home with materials from school or home.

Students keep their own records and evaluate time spent and results for each activity. The teacher also evaluates the quality of students records, learning, enjoyment, and extension of research skills and critical thinking.

R. Owen, RR #2, Colborne, Ontario, Canada KOK 1SO

Grade 6 Astronomy

Students choose the grade they will work for, the activity they wish to do and the order and time they want to do them. Of 5 assignments, 2 are required for a passing "D" grade. The assignments include text and lab experiment work. Teachers may combine class lectures and group activities, to give students basic work and time to select and complete assignments of their choice.

Brian E. Lawlor, Lincoln Elementary, 1801 Dearborn, Augusta, Kansas 67010

Jr. High Science

Students select a contract to earn an A, B, or C with different work and different kinds of tests for each grade. Students may work individually or in small groups (2-3) on the assignments and projects. Students choose the level of effort they wish to perform, and take the consequences of their decisions in learning. The teacher guides students toward their best efforts.

Wendy Baral, 104 Market Place, Apt. 2, Glassboro, NJ 08028

High School Biology

Life: Activities and Explorations, is suggested as a self-paced text and program. Students have class work and homework which can be done individually or in pairs, in class or at home. This flexibility of time offers students responsibilities for learning and scheduling.

Ms. Joyce M. Gleason, Norwood Jr. High School, Nichols Street, Norwood, MA 02062

High School Environmental Sciences

Students explore and select an environmental issue of interest to their community for study and solution by the class. Student classroom leaders conduct the progress of the inquiry on the issue. Time is planned for small-group work, field excursions and data collection and evaluation on the selected issues. Students identify the problem, collect information, identify important variables, propose solutions, and include tables, graphs, charts, photographs to analyze and interpret their work. A written report is prepared on each topic, and sources of errors and limitations are identified. Students are provided assistance all along the way including the format for the written report.

Aaron A. Lehman, Box 292, Slave Lake, Alberta, Canada T0G 2A0

MIXED (OR ALL) SUBJECTS

Grade 1

Reading - Children choose reading books from large selection.

Writing - Children must write something every day. A large selection of possibilities are offered including teacher-suggested topics, an original story or paper, drawing and writing about a picture, copying words from a book, making up words and meanings, etc.

Centers - 1/2 hour each morning and each afternoon students have free choice of art and numerous activity sheets and projects.

Access - Children are free to come and go to the washroom without consulting the teacher.

JoAnn LaPierre, Box 92, Grand Cache Elementary School, Grand Cache, Alberta TOE OYO

Grade 1-2

Students choose from 15-20 activities around the room that change monthly. Each student receives a monthly folder in which s/he records the work s/he chooses and completes. Activities include art, crafts, listening, and writing assignments in reading, social studies, or science. Students may listen to a tape and follow up with their own choice of a drawing or report, picture for a book with a story, clay, puppets, painting, use overhead projector, view filmstrips, copy, memorize, write a poem, etc. These projects occur simultaneously in the classroom.

Some children need one or two months to get the idea of selecting their own, and need teacher assistance at first.

Julie Eller, Walter C. Black School, Title I Teacher, Hightstown, NJ 08520

Grade 2-3

After completing required assignments, students learn to spend their time on work of their own choice from a variety of alternatives in language, science, and fine arts. Students choose when to do required work and when to do their own choices. Choice is given to disruptive students about when to return to the class. The teacher writes: "(The children) are capable even at this early age to choose what they want to do and also be responsible for their choices..."

Jolena Paluska, Assistant Professor, Burris Lab School, Ball State University, Muncie, Indiana 47306

Grades 2-3 Integrated day

Use of study centers to integrate reading, writing, math, physical education, music, science, career awareness around social studies units, each 8-10 weeks long. Children plan each days activities by scheduling themselves into study centers. The process is introduced gradually, second graders begin to feel comfortable determining their own time, and express joy at being able to spend time before going onto the next project. This work requires teacher preparation of thematic materials (books, reprints, objects, charts, films, etc.) By the time the children get to third grade they are ready to continue rather than learn the self-determined learning method. The children discuss, decide, and choose from alternatives constantly.

Older volunteers prepare "books" for childrens' stories. The principal notes, "A few students don't profit, but they might in time with appropriate alternative programs within a school.

Margaret Dees, Principal, Yankee Ridge School, Mumford & Anderson Streets, Urbana, Illinois 61801

Grades 1-3 (Multiage)

Special weekly projects are selected by the student from a wide range of alternatives in and out of the school building--these included practical math experience in and around the school, environmental education in and outside the school, humane treatment of animals, peer tutoring, arts and craft activities, adopt a grandparent program, career education, and others. Students are expected to complete a project of their choice each week. Teachers guide and evaluate the work completed.

Patrick J. Curtin, Principal, Vernon-Verona-Sherrill Central School, Verona, NY 13478

Grade 2 Decision Days

Friday mornings students choose 6 possible projects from a wide range of alternatives. For example, children pick at least one written assignment from 4 possibilities with complete options on topics, 2 reading assignments from 8 possibilities, 1 math from 6 possibilities; others include snacking, doing nothing, cleaning desks. Conceivably students could choose 3 written assignments and 3 math assignments to total 6.

Students discuss why they choose particular activities. A tally by the teacher shows that all but two options offered were selected by more than three students.

Elise Racicot, L. F. Dewing School, 1469 Andover St., Tewksbury, Mass. 01876

Grade 3

Contracts are signed for reading, writing, math and spelling, including required and student-selected assignments. The contract is for one week, and a plan for five or more things is made for each day. Children who complete their contracts get prizes.

An activity period is held three times weekly. Children choose activities from a wide selection.

Debra Jacobson, Box 463, Crownpoint, NM 87313

Grade 3

Students set monthly goals (one school-related goal, one personal goal) and evaluate and reset goals each month. In social studies students are in charge of class meetings, room arrangements, class party, making a film. Mini-courses are conducted for 2 weeks. Students select from 10-12 alternatives, one per week. Courses are taught by parents, teachers, supervisors, community volunteers.

Linda Robertson, Village School, Hurd Road, Aurora, Ohio 44202

Grades 3-4 Scheduling options and Super-Friday afternoons

Students select optional activities to do along with required language arts assignments. A certain number of options must be completed. Students can choose to do self-selected work daily, or wait until Friday afternoon which (for those who have finished required work and options) is devoted to extra art, literature, poetry, cooking, or other self-selected activities.

Lestine Williams, Thunder Hill Elem., 9356 Mellonbrook Rd., Columbia, MD 21045

Grades 3-4

Children make a wide variety of decisions including the planning of lunch menus (some did menus on foods from the Middle East, Southeast Asia, the New World, etc.). Physical education exercises are led by the students. Art activities are voted on and 6 are selected from a wide range of alternatives. Students may also pick their basal readers, science units, and book report techniques.

Lorraine Thompson, Service Valley School, RR 4 Parsons, Kansas 67357

Grade 4

Work is done in small groups using contract system. Children decide on the order to complete activities selected by both teachers and students, and the amount of time needed for each. Students also give themselves grades on special projects, and write comments explaining the mark they gave themselves.

Maria Petraglia, 2322 Bellmore Ave., Bellmore, NY 11710

Grades 3-6

Students choose the courses they would take each quarter in art, music, home ec., phys. ed. Students were given a list of descriptions, requirements, courses for the whole year and a student card for selecting the course. For example, students selected one from each of four groups of five offerings (about 20 selections). There are requirements. For example, in music students must take three kinds of music courses each year for two years, or 6 experiences in all. It is the students' decisions when to schedule the subjects and what subjects to emphasize.

Margaret Murphy, Principal, Peter Muschal School, 323 Ward Avenue, Bordentown, NJ 08505

Elementary

Students choose order to complete three tasks each week for four weeks. Upon successful completion of the activities, child chooses a reward. Free time is provided at the end of each day's period. The students earn extra points for completing extra activities. (Learning disabled children)

Mary Lou Privett, Johnston School, 1256 Franklin Ave., Wilkinsburg, PA 15221

All levels

Primary grades: choice of crafts mini-courses; alternatives of academic activities, choice of how to present book reports--stories, poetry, drama, money raising sales for camp for underprivileged.

Elementary and middle: one hour each day, at end of each day is set aside for self-selected academic or nonacademic activities. Middle schools may involve students in the total planning of own time with no need to report to teachers. Freedom of movement in and out of school is granted to students considered "old reliables." Responsibilities are continued and extended if students show good work, good use of time, and conduct themselves well.

Upper school: Students may submit proposals to study subjects not in regular curriculum. The student receives an advisor for independent study. Seniors can write proposals (which are reviewed for merit) for a 6-week leave of absence at end of the senior year to work or conduct specified activities or projects.

Suzanne Kent, Chairman of Reading Dept. and Connie Palmer, 4th grade teacher, Hawken School, Clubside Rd., Lyndhurst, OH 44124

Elementary

Three hours a day are allotted for choice of interest areas by students in multiage 6-8, 9-11 year olds' classes. Students select activity centers, themes and interest areas (subjects other than reading and math). Students "commit" themselves for a self-determined period of time.

Integrated day - 24 children in open and self-contained activities, select learning centers in science, social studies, art, crafts and music. The program integrates all subjects by topic. It is an individualized program with students assuming increasing numbers and kinds of choices of activities. The school within a school emphasizes decisions by teachers, parents, and children on what to study, stressing individual cognitive and affective growth.

Thomas F. Toomey, Principal. Institute for Experimentation in Teacher Education, SUNY-Cortland, Cortland, NY 13045

Elementary

Free time is granted to a student after assignments are done. Students may choose to start new work, a game or own choice of activities. Students plan nonacademic activities such as a party for families, afterschool trips, and students vote on issues of classroom management (Learning disabled children).

Elementary

Contracts for a day's work are based on reading, math and journal (writing) assignments plus 3-5 additional activities that students select from 10-15 choices. These include science experiments, filmstrips, games, library, art, etc. The time of day to complete work is up to the student.

Class meetings are held in which teacher has one vote, just as each student. Class rules were devised and ideas for the classroom were developed in these meetings that stress student participation and equal voice.

Ms. Mary Gozowski, 812 Franklin Ave., Pittsburgh, PA 15221

Elementary

Students, parents and an advisor determine what to study for one half of each school day. Subjects and activities are selected from a catalog including puppetry, foreign language, typing, woodworking, serving, cooking, drama. Students evaluate themselves after 1/3 year, and select new goals and activities. "We felt students accepted responsibility for their decisions and learned to make larger more general goals for their own education."

Mr. Wayne B. Jennings, Principal, St. Paul Public Schools, Battle Creek Jr. High, 2121 North Park Drive, St. Paul, Minnesota 55119

Elementary

Individually Guided Education, IGE, is a program for learning that lets students and teachers analyze skills obtained and skills needed. Many of the IGE outcomes can increase students' choices and responsibilities in academic decision making. A student selects an advisor who gets to know him/her well. The students select different media and modes for learning from a wide number of activities in and out of school. They select activities, check and evaluate their own work, plan goals and establish criteria for completion.

Fred D. Gillespie, Jr., P.O. Box 1599, Lynchburg, VA 24505

Elementary Activity Centers

Students in multi-age classes choose which of 7 resource centers they will attend each day during a 70 minute period. These include performing arts, home arts, art, science, gardening, and others.

Students in grades 5-6 select a job at school for 50 minutes each day. These include cross-age tutor, art helper, camera operator in TV center, etc. Jobs are monitored and assisted by teachers; students apply for a new job every 6 weeks. Students accept responsibility for their own learning through their choices.

Duane K. Jackman, Principal, Claremont Unified School District, Vista Del Valle Elementary School, 550 Vista Drive, Claremont, CA 91711

Grades 5-8 Rating System for Self-Directed Learning

Independence and responsibility are built into the curriculum from Kindergarten on--especially in social studies, science and research. Students learn to deal with more and more responsibility to the school, community and self. Student contracts range from one day or one week to an extended time with much or little required work. Of four levels of self-directed work, students at the two highest levels have many options to choose from, plan and execute independent projects, activities and studies.

A set of Mini Courses, to be selected by students, are taught by teachers and parent volunteers. Courses last from 2-10 sessions over 2-6 weeks. Students can choose from 9-18 points of mini-course work depending on their self-direction rating. Courses include architecture, photography, electricity in the body, filmmaking, dramatics, soft sculpture, etc.

Christopher Duncan, Head Teacher, The Philadelphia School, 2501 Lombard Street, Philadelphia, PA 19146

Jr. High (Learning Disabled)

Choices of writing assignments, weekly work assignments, and two days per month when students can choose to do any activities they wish.

Kate Fry, 2891 Southern Rd., Richfield, OH 44286

Jr. High

Social Studies Reports: Wide range of topics from which students select interests.

English: Students serve as casting directors for drama.

Students select discussion questions for groups of 2-5 people, and discussion leader. These occur simultaneously, based on topic of interest.

Physical Ed.: Team captains and leaders serve as equal participants with coaches, teachers or principals in deciding activities, events, sanctions and rewards.

Samuel R. Bearden, 118 Marquette, Pontiac, MI 48058

Jr. High Independent Study and Career Awareness

Students and teachers sign an agreement to participate in independent study from a list of 30 topics. Independent study can take the form of a research paper, a tape library, drama, cartography, computer programming, codes, study or writing of music, etc. Each area represents a real skill and creative talent and is linked to an occupation. Some form of presentation of work is required. The program includes 4 field trips that students select from 71 choices. Students observe three occupational settings in released time from 50 or more possibilities.

Students plan 4 or 5 projects in a 30-week period. Each student has a faculty advisor in addition to the teacher for each project.

Students learn to formulate questions, develop plans to locate and gather information, organize and collect data, draw conclusions and present ideas. Students, teachers, and advisors evaluate the work.

Roxanne Roberts, 37 Watrous Street, Perry, NY 14530

ART, MUSIC, PHYSICAL EDUCATION

Grades 3-6 Art

Student aides (peers and older students) assist the art classes of younger students. Students assist each other with the choice of materials, topics, and size of working groups. The teacher relinquishes some adult authority to the aides who are closer in age to the students. Art interest areas are set around the room--e.g. clay, paint, construction, puppetry, soft sculpture, etc. Art is given high status by teacher and the aides as an important subject in which students should develop their competence.

Carole A. Bowker, A.T.R. 115 Dixboro Road, Ann Arbor, Michigan, 48105

Grades 5-6 Art

Students are given 6 hours (1 hour each week for six weeks) for art activities and must plan and complete 2 projects in that time. Students select materials and plan both projects, order of projects, size, topic, etc. Teacher's task is to chart where materials are, where to put complete and incomplete work, as well as to assist individuals through the class periods who need assistance. The teacher notes that the system works in classes where children accept and love the freedom to choose. Activities have included clay, painting, drawing, woodwork, linolium prints, macrame, streddi-mix, etc.

Some classes make wide range of choices, others few. Teachers may increase number of choices or limit them.

Drema Benson, Sugartown Elementary School, Sugartown Road, Malvern, Pennsylvania, 19355

Grades 4-5 Music

Students vote on a mini-musical involving singing, dancing, instrument playing, costumes, scenery, publicity, and spoken lines. Students select three choices for their own participation in the shows, and are assigned to one of the three. About 20 minutes per class is devoted to their practice and planning the show.

Mary D. Burkett, Paw Paw Public Schools, Rural Route 2, Paw Paw, Michigan, 49079

Junior High Art

Students choose projects in art class from October 15 - Christmas. Students and teachers locate materials for selected projects. Six benefits for students are noted by the teacher:

(a) the satisfaction of choosing their own projects (doing what they elect instead of being told what to do),
(b) practice in functional reading,
(c) opportunity to learn new techniques,
(d) working together informally with others and sharing ideas and helping each other make decisions,
(e) discovering abilities they didn't know they possessed, and
(f) improved attitudes toward school.

Edna Wonderly, Swan Meadow School, Route 2, Box 117, Oakland, Maryland, 21550

High School Art

Problem solving techniques are incorporated into art classes so that students learn to state problem, fact-find, idea find, make a matrix for judgments, set criteria, and finally consider whether to accept findings and how to implement procedures. (This teacher has operationalized the Osbourne method of creative problem solving developed at the Creative Learning Center, University of Maryland.)

Ruth Beatty, Ann Arbor Public Schools, 344 Gralake, Ann Arbor, Michigan, 48103

High School Art

Students have full responsibility for project production; teachers present the media and choice of projects. Six projects are contracted for each evaluation period. Evaluation and critiquing is done immediately with the student.

The instructor describes the chain of procedures: Introduction, discussion, instruction, contract completion, and evaluation. This leaves the teacher free for individual guidance, instruction, and motivation. Students learn to make selections and pace themselves to complete the work on time.

Jane E. Hearn, Washington Senior High School, Princess Anne, Maryland, 21853

Grades 4-5 Physical Education

Pairs of grade 5 students referee grade 4 and grade 5 games without the teacher. These referees set up, start, and make game decisions including enforcing rules, reprimanding players, timing.

Corina Tautz, 109 Cedar Street, P.O. Box 1203, Woodstock, New Brunswick, E0J 2B0

Grade 5 Physical Education

Student leadership and selection of leaders are practiced as team captains are elected to lead team sports.

Sandra Keyser, Winterquist Elementary School, Esko, Minnesota, 55733

DISCIPLINE AND SCHEDULES

Grade 4 Discipline

Students (about 3) advise (signal) the teacher when a discipline problem is serious enough to require teacher intervention.

Natalie M. Gudeman, Willard School, 370 West Spring Street, South Elgin, Illinois, 60177

Grade 5 Discipline

Decisions about appropriate behavior, punishments for infringements of class norms are made by a student elected "court" that includes judge, lawyers, witnesses, defendents, jury, etc.

Debra Tandy, Pulaski Street School, Riverhead, New York

Elementary Discipline

"Golden Opportunities" are earned by students who maintain at least 20 out of 25 points for good behavior each week. These include following school and classroom rules defined by the children. Opportunities are "rewards" and include skipping one class, taking free time in or out of the classroom, an extra "A" paper, free lunch, running film projector, or a wide range of possible activities.

Pat Unger, Aurora City Schools, Village School, Hurd Road, Aurora, Ohio, 44202

Grades 3-4 Schedules and behavior

Students set up a time schedule for their class subjects taking into account subjects taught by other teacher-specialists. They participate in a "Magic Circle" for discipline issues which students help solve.

Barbara Kurman, Thomas Jefferson Elementary School, 1700 Roosevelt Road, Valparaiso, Indiana, 46383

Grade 5 Scheduling

The class votes each day on the sequence of subjects and topics for the morning. When activities are not class directed, individuals may select the order in which they complete their work.

Douglas Rebne, 9924-87 Avenue, Edmonton, Alberta, TOE 2N7 Canada

Junior High Scheduling

Students are given little choice about what to study or what assignments must be done, but much choice of when and where to work. Half of all periods are scheduled for the full class; half are individualized or small groups. Twelve teachers have advisory groups of 7-8 students each. Daily meetings are held to plan the day's work; and weekly meetings are used to discuss work, plan or chat. Work is assigned on a weekly basis and must be completed satisfactorily by Friday afternoon. Students can choose to work in a quiet library, designated workroom, or empty classroom alone or with partners for as long or as short a time as they decide is needed.

Eric Lindow, Director, The Day School, Upper School, 4 East 90th Street, New York, New York, 10028

Junior High Discipline

In a class of slower learners the problem existed: How can students stick to a task without getting distracted or disrupting others? The students and teachers attempted to solve the problem by listening to rock music while working. The teacher added some restrictions: Students must do their work. The teacher provides the equipment and sets of headphones.

Many students elected to complete their work first and then listen to music; others chose to finish assigned work and do creative work while listening; others work and listen at the same time. Many do excellent work while listening and do not disturb others. Two corners of the room establish choices of work environments using cabinets, partitions and bookcases, a couch and chair for privacy and comfort to work.

Sandra Johnson, 307 Lanny Drive, Winchester, Virginia, 22601

Junior/Senior High Scheduling

Students estimate the number of hours of study needed to complete their assignments according to the grade they expect or want in a course. Students analyze the best place to study or complete work. Then they review and change behavior as needed.

Extra curricular activities are selected during a "Sampling Day" when games, displays of clubs and activities are set up to attract members.

Gretchen Starks, Director, Reading Center, University of Minnesota Technical College, 153 Dowell Annex, Crookston, Minnesota, 56716

EXTRA ACTIVITIES

Grade 3 Philanthropy

Students form a club and think of ways to be kind to birds, animals and people including disadvantaged children at Christmas time, hospital patients and senior citizens. Students learn they can control their participation and approach to others.

Hazel Nichol, Box 27, Tide Head, New Brunswick, E0K 1K0, Canada

Grade 4 Rules and work

Students and teachers select no more than 6 key rules for the class. Rules can be changed each month. It is possible to get down to 3 or fewer basic rules that all agree to follow.

Students also decide which work done over the year will go in their "best" file to show to parents. Students evaluate the relative worth of papers as the year progresses.

They may elect extra work to supplement, substitute for or raise a grade in social studies. This self-directed work can be done during free time in school or for homework.

Rosemary Jay, 3704 North Fraser Road, Pinconning, Michigan 48650

Grade 5 Goals

Students make and share a goal for each school day. They have responsibility to get additional help on anything they don't understand. They may teach each other because sometimes a friend can reach a child and explain clearly what the teacher said.

Nona Madison, Warren Dupree Elementary School, Gregory Street, Jacksonville, Arkansas, 72076

Grade 5 Extra activities

Students plan Social Studies banquets and purchase exotic foods (including rattlesnake meat) to represent accurately the delicacies of the region being studied.

After school interest clubs add choice to a school day if it is not possible to do so in class. Interest clubs can affect the hobbies and career choices of students.

Frank J. Leahey, 2900 Northwind Drive 617, East Lansing, Michigan, 48823

Grades 5-6 Tutoring

Student volunteers assist teachers in tutoring younger students, and also serve as safety guards.

Simon and Kirschenbaum's values clarification handbook for decision-making exercises and other simulation games and materials are used to develop decision-making skills.

Ms. Bratt, Kensington Elementary School, Rocky River, Ohio, 44116

Grades 5-6 Extra choices

The types of student choice extended include simple choice of lunches, non-academic choices of sports activities or clubs, and academically related contracts for the Health Class.

Deverl Whitehead, Harlan Elementary School, 12616 Spencerville Road, Harlan, Indiana, 46743

Grade 6 Mixed activities

Class meetings are held by students at least once a week. Discussions concern how the year should go, is going, or should be changed.

Students can select alternative activities in all subjects after basic skills or required assignments are completed. Students keep track of their own level, speed, total, number of activities.

Hilda L. Isaacson, Central School, Cranbury Road, East Brunswick, New Jersey, 08816

Grade 6 Extra activities

Nonacademic: The school store is operated by grade 6. Two clerks (one for inventory, and one for money) and two chairmen (inventory and treasurer) run the store.

Class meetings are conducted by an elected President and secretary of the class, and President and Secretary of groups within the class. The small group leaders discuss issues and report back to their "own students" and may meet again on some decisions.

Academic: Students select one academic goal, one behavior goal and one social goal and write an objective for each. Plans to achieve these goals are made. Students will conduct a parent conference on the progress made toward meeting the goals they defined.

Vinita Hoffman, 223 West 14th Street, Hutchinson, Kansas, 67501

Elementary School jobs

Several techniques are used to give students responsibilities (non-academic) and to help them understand those responsibilities. Students apply for school based jobs, participate in a values clarification program composed of 4 grade levels, and follow a buddy system which makes 7th graders responsible for kindergarteners.

Caroline Cappel, Principal, St. Genevieve School, Barbier Avenue, Thibodaux, Louisiana, 70301

Grades 11-12 School jobs

Student choice and responsibilities are developed through school service programs. Students select areas for work and amount of time spent in service. A study is reported that participation in a school service program is positively related to growth in moral development.

Sister Carleen Reck, SSND, Executive Director, Department of Elementary Schools, National Catholic Educational Association, Suite 350, One Dupont Circle, Washington, D.C. 20036

Grade 11 Extracurricular

Given a set amount of money and scheduled times, students plan and conduct a junior year ceremony. This includes discussions, surveys, committee work, etc. Parents are invited to the program. Dances also can be planned almost totally by students.

Susann M. Evans, 90 Ursuline Road, Santa Rosa, California, 95404

Selected
References

Eckstein, Harry and Gurr, Ted R.
1975 Patterns of Authority: A Structural Basis for Policical Inquiry. New York: John Wiley

Epstein, J.L. and J.M. McPartland
1975 The effects of open school organization on student outcomes. Report 194. Baltimore: The Johns Hopkins University Center for Social Organization of Schools.

1977a Family and school interactions and main effects on affective outcomes. Report 235. Baltimore: The Johns Hopkins University Center for Social Organization of Schools.

1977b Sex differences in family and school influence on student outcomes. Report 236. Baltimore: The Johns Hopkins University Center for Social Organization of Schools.

1979 Authority structures and student behavior. Chapter to appear in H. Walberg (Ed.), Educational Environments and Effects: Evaluation and Policy. Berkeley: McCutchan.

Hurn, Christopher
1978 The Limitations and Possibilities of Schooling. Boston: Allyn & Bacon.

Kurfman, Dana (Ed.)
1977 Developing Decision-making Skills. 47th yearbook. Virginia: National Council for the Social Studies.

McPartland, James
1977 School authority systems and student motivation. Paper presented at the annual meeting of the American Educational Research Association.

McPartland, James and Edward McDill, et al.
1971 Student participation in high school decisions: A study of 14 urban high schools. Report 95. Baltimore: The Johns Hopkins University Center for Social Organization of Schools.

McPartland, James and Joyce Epstein
1976 Effects of open school structure on student-student and student-teacher processes. Paper presented at the annual meeting of the American Educational Research Association

1977 Open schools and achievement: Extended tests of a hypothesis of no relationship. Sociology of Education 42: 133-144.

Schlecty, Philip C.
1976 Teaching and Social Behavior: Toward an Organizational Theory of Instruction. Boston: Allyn & Bacon.